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ABSTRACT

This manual provides guidelines for the planning and development of shelter care projects as alternatives for juveniles facing pretrial detention, and suggestions for improving the quality of services in existing shelters. A six-phase planning process for establishing a shelter care service is outlined, with planning activities and narrative descriptions for completing each phase. The issues of staffing requirements, job descriptions, personnel policies, staff training, and staff burnout are addressed. Essential, supplementary, and specialized services provided by shelter care are described. Funding and fiscal policies are examined. Shelter care operations discussed include intake and referral; discipline and behavior management; daily routines; chores and maintenance; case files; emergency procedures; visits, mail, and phone privileges; and release procedures. The relationship between shelter care facilities and the community is explored in discussions of public relations, media contacts, and working with private and public agencies in the community. A chapter on program monitoring and assessment includes sections on performance evaluation, information management systems, and employee assessment. Numerous appendices are included which list criteria for admission into shelter care and provide formats for evaluation, design options, and the various forms and reports associated with shelter care. (NRB)

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# SHELTER CARE OPERATIONS MANUAL

Prepared for

The Office of Juvenile Justice
and Delinquency Prevention

U.S. Department of Justice

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# CHAPTER 1

## INTRODUCTION

The shelter care concept is a relatively recent development in the United States. Its primary aim is to provide an alternative to secure detention for youths who cannot remain in their own homes while awaiting court hearings, or who are awaiting the development of plans to return home, or to a longer term placement. This alternative approach to working with youths has benefited tens of thousands of juveniles, and represents a just and humane approach to juveniles facing pretrial detention.

The purpose of this shelter care manual is to aid you in planning and developing your shelter care project. Because the needs of each community are unique, the authors have addressed a broad range of methodologies and alternatives; hopefully, you will find the manual helpful in structuring a base for your shelter, and in developing the organizational, management and service features of your program.

As an alternative to jail, shelter care facilities have proliferated over the last two decades. This has been due in large part to the deinstitutionalization and jail removal mandates of the Juvenile Justice and Delinquency Prevention Act of 1974. The case against using jails for juveniles awaiting court hearings rests on the fact that the vast majority do not require secure detention. Studies by the Community Research Center of the University of Illinois show that where objective and specific criteria have been adopted, reductions of up to 80 percent have occurred in the number of youth requiring secure detention, without increased danger to the public safety or the court process.

To place a young person in secure detention at a time when the whole world seems to turn against him, and belief in himself is shattered or distorted, may simply confirm the criminal role in which he sees himself. Secure detention, even if only overnight, may contribute to delinquency by confining some youth unnecessarily.

Shelter care has evolved to address a myriad of needs beyond its primary function as an alternative to secure detention. Specifically, the authors view a shelter care facility as having the following characteristics:

> RESIDENTS usually number from five to ten, although fewer than five may be found in rural areas, and more than ten in urban or regional facilities. Programs are generally coeducational with the age range usually ten through seventeen. While apprehended youths facing delinquent charges may be a main focus, most facilities also serve dependent/neglected children as well as status offenders. The target

population of some facilities is primarily runaway youths, and these programs maintain a more crisis intervention and diversionary function. Youths of all races, religions, socio-economic groups, and creeds have equal access to services.

REFERRAL SOURCES may include juvenile courts, law enforcement, probation offices, departments of social service/welfare, and youth service agencies. Many facilities accept self-referrals and parent placements.

FACILITIES are usually homelike, in neighborhood settings, though a variety of building types and locations can be found, especially in metropolitan areas. Many effective shelter care facilities operate in buildings ranging from storefront type structures to converted YMCA wings. The physical room arrangements and fixtures evoke a sense of normalcy in a noninstitutional setting.

SERVICES are provided on three levels: ESSENTIAL SERVICES such as shelter, food, 24-hour intake, transportation, medical, crisis intervention counseling, education, and recreational services; SUPPLEMENTARY SERVICES such as family counseling, individual and group counseling aimed at improving the individual's ability to function outside shelter care; and SPECIALIZED SERVICES such as vocational and employment services, sex education and assessment, drug and alcohol abuse counseling, evaluation of chemical dependency, psychiatric and psychological consultation and testing, outreach, foster care, independent living arrangements, telephone crisis counseling, in-home detention and aftercare.

STAFF are paid employees, typically with a minimum of a B.A. degree. Most projects rely on a number of volunteers and interns. Staff are often under age thirty and commitment is usually high.

LENGTH OF STAY in shelter care is temporary and ranges from overnight to thirty days. The average stay is less than two weeks, with the most common post placement a return home.

ORGANIZATIONAL STRUCTURE is often a freestanding, private, nonprofit agency with a governing board of directors. Not infrequently, shelters are branches of larger parent organizations such as YMCAs or multimodality human service agencies. Successful shelter care facilities are also operated by juvenile courts, state departments of welfare, and county government. Few shelters are profit making organizations. Though most shelters are community-based, others are regional in scope and are governed by a consortium of county governments.

FUNDING for the shelter is either private, publicly supported, or supported by a combination of both. Initial start-up funding is often federal and/or state. Purchase-of-service contracts exist between many shelters and state welfare and/or juvenile court. Of

necessity, shelter care budgets are frequently subsidized by local government, United Way, or juvenile court.

Shelter care should not be confused with secure detention, as sometimes occurs in the few states where any legal "holding" is called detention. Shelter care is the temporary care of youth in physicaily unrestricting facilities, usually pending return to their parents, or placement for longer-term care. Any temporary care facility with locked outer doors, a high fence, detention sash, or other window obstruction designed to deter escape is a detention facility, no matter how flimsy these restricting features. Shelter care is meant to take place in a homelike environment.

Shelters fit many and diverse descriptions, as do the people who initiate, govern and staff them, therefore, this manual has been written for laymen and professionals alike. It is hoped that this Shelter Care Manual will provide guidance to those who wish to organize a shelter and improve the quality of service in shelters already in operation.

## CHAPTER 2

## DEVELOPMENT AND CAPABILITIES OF SHELTER CARE

### CASE HISTORIES

The police have arrested a 15-year old charged with larceny. The boy cannot be adequately supervised by his parents. The Probation Office needs an alternative placement to jail.

A 13-year old says her mother is drinking a lot and her father is never home. When her dad is home, the parents are always arguing. The girl claims that her father hits both her and her mother. She wants to talk to someone right now or she will run away.

A mother takes her 17-year old son to the shelter. She says he is staying out late and getting drunk every night. She says she has told him not to, but he doesn't listen to her. She thinks he is an alcoholic, like his father.

A social worker has just called from the local junior high school after picking up a female student who alleges sexual abuse by her stepfather. The worker needs time to investigate.

A runaway youth comes into the shelter in need of food and a shower. He says that he wants to return to the street, and doesn't want his parents to know where he is.

### MEETING THEIR NEEDS

What happened to them? All were successfully served by a shelter care facility. A major source of hope for these youngsters and hundreds of thousands of others like them is this nation's shelter care facilities. These youngsters are still in the process of development, and subject to change however large they may be physically, or however sophisticated their anti-social behavior. Many are status offenders who are drawing attention to a dysfunctional family setting.

Many youths picked up for delinquency are not security risks, and yet many need to be removed from their own homes. These youngsters and certain dependent/neglected children and status offenders are not always easy to handle. They require skilled care in shelter facilities. Lack of shelter care often results in the misuse and overuse of secure detention.

Secure detention has played a significant role in the future of youths since it is often the initial contact with the juvenile justice system for the majority of detained youths. In one-half of the instances that youths are placed in secure holding, they enter county and municipal jails designed for adult offenders. Jails often lack adequate programs and supervision, are in deplorable physical condition, and heighten unstable emotional behavior. This initial contact is largely a negative experience for most youths. Other contributing factors include the often overzealous attitudes of staff in adult jails, the high level of security in operations, the harshness of architecture, and the potential for emotional and physical abuse by incarcerated adult offenders. In addition, suicides among jailed youths occur at alarming rates, as much as seven times the rate among juveniles held in separate secure juvenile detention centers.

## CLIENT PROFILE

A profile of youths served by shelter care is difficult to establish. Some have multiple problems, and are at odds with their family, school, peers and the community. Many are juvenile offenders, while others have never broken the law, and instead are neglected or exploited.

Almost all are experiencing family problems, including child abuse and neglect, child "throwaways" or "pushouts," runaway histories, and communication problems. A large number of youths come from traditional nuclear families, although programs often see youths from single parent families, or families with a stepparent present.

Youths who come to shelter care are often experiencing their first major out-of-home human service intervention. Some have psychological problems. Chief among these are low levels of self-esteem and confidence, and diverse distorted family relationships, including violence and sexual abuse. In essence, shelters frequently deal with mental health problems, complicated by the abuse of drugs and alcohol.

## SERVICES PROVIDED

Along with serving a broad array of youths, shelter care facilities receive referrals from a variety of sources. The sole client for some shelters is the court ordered youth. A majority of youths served by other shelters enter as self referrals, "walk-ins," or on the recommendation of friends. Some shelters serve the entire spectrum.

A shelter care experience can be very valuable to the youth, the family, the court and the community. By providing crisis counseling services, along with structured and varied programs for youthful offenders, shelter care programs attempt to rehabilitate youths and respond to the causes of delinquency.

FOR THE YOUTH, shelter care provides immediate protection and counseling within a homelike, supportive environment. For the youngster who is not in control of himself, and who may be subject to harm, abuse, or exploitation by others, shelter care services provide a structured, noninstitutional living arrangement. The service provides for interaction and group guidance which help the youth understand himself better and make more responsible choices. Perceptions of persons in authority are usually more positive than when a youth is placed in secure detention.

FOR THE FAMILY, shelter care provides the opportunity to confront and begin to resolve family conflict. Improved intra-family communication can be a major impact of shelter care. The use of shelter care, coupled with counseling services, enables dysfunctioning families to develop a greater understanding of the process of problem-solving in social and personal relationships.

FOR THE COURT, shelter care provides an alternative to secure detention. The structured living arrangement provides 24-hour supervision and reasonable assurance that the youth will appear for court disposition. Youths are protected from parents and others who might exploit them. Through daily observation and structured evaluation services, the court may receive shelter care feedback or formal court reports, useful in making judicial decisions as to the appropriateness of family reconciliation, further community-based rehabilitation, foster care, or placement in a longer-term residential treatment facility.

FOR THE COMMUNITY, shelter care provides protection from offenders who may have violated the law, and protection for youths from those who might harm them. Since the acting out of antisocial behavior is a dynamic process between the individual and the community, the shelter attempts to identify characteristics and situations within them which result in this behavior. These include complacency toward youth needs, rejection based on race or socioeconomic grounds, social ostracism, and punitive, rather than constructive, responses to antisocial behavior. The shelter deals with these issues on an individual and community level thereby promoting positive youth development. As youths achieve a healthier outlook on life from their experience in shelter, they respond to the help of community institutions, and have more respect for the law. This pays dividends by reducing the number of repeat offenders.

## FUTURE OF SHELTER CARE

In 1974, there were fewer than 100 known shelter care facilities in the United States. The majority of these were identified as runaway shelters. Originally, runaway shelters were an outgrowth of community concerns about youth in crisis. The staff of these facilities operated on a salary and often

lacked academic credentials. Without substantial regulations, the projects were small, flexible, and responsive to youth needs. With federal funding, programs became more structured, facilities were licensed, better managed, and their staff credentialed. Individual shelters became more firmly entrenched in the larger social service system.

Currently, federal funding for shelter care programs primarily derives from the Justice Department's Office of Juvenile Justice and Delinquency Prevention (OJJDP), and the Department of Health and Human Services Youth Development Bureau (YDB). Through the early 1970's, the Law Enforcement Assistance Administration (LEAA) was the largest federal contributor of funds to new projects, the monies being provided via state block grants. With the signing of the Juvenile Justice and Delinquency Prevention Act in 1974, shelter care facilities proliferated. In addition to runaway self referrals, many runaway shelters expanded to serve court and social welfare referrals.

The authors of the Act served for years on the Senate Subcommittee to Investigate Juvenile Delinquency and heard clear and convincing testimony concerning the harmful effects of placing juveniles in jails:

> Regardless of the reasons that might be brought forth to justify jailing juveniles, the practice is destructive for the child who is incarcerated and dangerous for the community that permits youth to be handled in harmful ways.

From this and similar testimony came the Juvenile Justice and Delinquency Prevention Act of 1974 and a mandate for deinstitutionalization. Subsequently, through reauthorization came the complete jail removal mandate.

The Juvenile Justice and Delinquency Prevention Act emphasizes keeping juveniles in their own home or community to ensure maximum family involvement and maintain community ties. Thus, the number of community-based residential alternatives established was increased to provide a viable alternative to the custodial approach which has traditionally characterized juvenile facilities. The two federal agencies charged with implementing the Act continuously support efforts to provide alternative placements for youths who do not need to be detained or incarcerated in jails, detention facilities, state farms, camps and training schools. Shelter care and runaway facilities have played a major role in both the deinstitutionalization mandate and the jail removal initiative.

Shelter care facilities emerged across the nation over the past ten years, representing all 50 states, the District of Columbia, Puerto Rico, and Guam. But this dramatic increase is not the only change which has occurred. Shelter care programs have become more sophisticated in the quality and variety of services offered. Most programs now offer some form of aftercare service, while a program not offering family counseling is a rare exception. Evaluation/diagnostic services, outreach, educational and vocational services, drug and alcohol counseling, and foster care are all becoming common areas of service.

Programs have become increasingly accountable to funding sources. Reporting requirements to licensing authorities and funding bodies have escalated. Many shelters are faltering under these increased demands and funding difficulties. There are many reasons for the current problems of shelter care facilities, not the least of which is the need for improved management. This manual is designed to address this shortcoming.

## CHAPTER 3

## PLANNING YOUR SHELTER CARE SERVICES

### BASIC CONSIDERATIONS

Successful shelter care programs involve a complex blending of the interests of many important groups within the community. The program must be designed to provide safe, consistent, and humane care for youths, while considering the viewpoints and interests of the local child welfare system, police, educational system, parents and relatives, the neighborhood in which it is located, local youth advocacy agencies, and the community as a whole. The successful blending of these often conflicting and far-ranging interests requires a careful planning process, comprehensive in nature, and accessible to the broad range of community groups who are stakeholders in the shelter care service. The effort in any community to provide shelter care services for youths should be premised on three basic concepts.

First, the decision to place a youth into a shelter care service, or to accept a youth into a shelter care service, should be determined by objective and specific admissions criteria. While the shelter care service may be purposefully designed to accept both "walk-ins" and youths placed by court or child welfare agencies, there should be clearly understood written criteria governing the intake process.

Admissions criteria must be based upon clear evidence or a demonstrable record that (1) the youth is in danger of imminent bodily harm, such as abuse or neglect; (2) there is no one able and willing to provide supervision or care for the youth, i.e., the youth is a repeated runaway and the parent refuses to permit the youth's return home; and (3) the youth is not able to provide adequately for his or her own needs without care or supervision, such as an out-of-state runaway. An example of admissions criteria follows:

> Criteria for the Selection of Shelter Care v. Release to the Home--Selected Delinquent, in Need of Supervision, Runaway, and Abuse and Neglect Cases
>
> (1) They do not consent to go home;
>
> (2) The persons taking the juvenile into custody have been unable to contact the juvenile's parents, custodian, relative or other reasonable persons;

(3) The parents, custodian, relative or other responsible persons contacted live at an unreasonable distance for immediate transport;

(4) The parent or custodian refuses to permit the juvenile to return home, and no other living arrangement is agreeable to the juvenile and the parent or custodian;

(5) They voluntarily request protective custody in writing;

(6) They are juveniles known to have been abused, neglected or abandoned.

(7) There is no person willing and able to provide supervision and care as indicated by one of the following conditions:

(a) Parents or other relatives refuse to sign a written promise to bring the juvenile to the court at such times as fixed by the court; or

(b) A demonstrable recent record exists indicating a history of repeated disregard of parental authority during the past 12 months; or

(c) A demonstrable recent record exists of willful failures to appear at court proceedings during the past 12 months; or

(d) A demonstrable recent record exists of repeated unauthorized absences (runaway) for more than 24 hours from the home during the past 12 months; or

(e) Adjudication for serious property or person offenses exists during the past 12 months.

Second, a shelter care service must be viewed within the context of a network of alternative programs directed toward the least restrictive setting for each youth. For instance, solely considering the development of a community based shelter care facility, and excluding other options such as 24-hour intake screening, crisis intervention, foster care and home detention, would severely limit flexibility. Conversely, while it has been well-documented throughout juvenile justice literature that a majority of youths in secure detention could be served safely and effectively in nonsecure shelter care, a community should not run the risk of relying too heavily on shelter care for placement of youths who may pose risks to themselves and others in an open shelter care setting. Unfortunately, typical staff response to shelter care facility populations of acting-out youths sometimes includes restrictive measures on the entire population of the facility. Restrictive measures designed to control the behavior of the "acting-out" few may serve to discourage self referrals or referrals of dependent youths by child welfare agencies.

Third--and most important--it is essential to view the development of the shelter care service from the perspective of the young persons who will be living there. While the views of the police, courts, welfare agencies, and architects are significant, the considerations of young people, parents, and youth advocates are also essential.

In an effort to assist communities with the complex planning issues involved in establishing a shelter care service, this manual has adopted a planning methodology developed by the Community Research Center. This planning process begins with a definition of the problems, moves through a method of obtaining information and assessing alternative solutions, and establishes a strategy for implementing, monitoring and evaluating the effectiveness of the new programs and procedures. The following sections provide a six-phase planning process, as well as planning activities and a narrative description for completing each phase in this process.

PHASE 1: ORGANIZE FOR PLANNING

1. Perceive problem and tentatively identify major issues which must be addressed.

2. Assess the need for and identify consultant resources.

3. Establish a representative advisory board or turn to an existing board.

4. Convene the advisory board and obtain citizen input.

    a. discuss problems
    b. define and assess boundaries of youth service area
        1) legal and geographic jurisdiction
        2) funding sources
        3) justice agencies
        4) other service agencies
    c. determine project goals and objectives
    d. identify issues to be addressed by shelter care planning project
    e. review organizational options and strategies for shelter care

5. Develop criteria for collection and analysis of data (see Appendix III-1 for examples).

6. Establish strategy to determine who is served and from how large a geographical area.

7. Establish a working timetable.

8. Outcome: Statement of Broad Project Goals.

The planning process begins when someone or some group of people within a community expresses an interest in developing a shelter care service for youths in crisis. The impetus for the service may arise from serious overcrowding in the local secure detention facility, or it may arise from a tragic event involving a runaway, or "throwaway" child reported in the local newspaper. Quite often, a singular event, such as a suicide of a dependent youth in a detention center may precipitate the movement toward such a service. Just as likely, however, the impetus for developing a shelter care service may come from the local child welfare agency or local nonprofit youth service agency. Regardless of where the idea originated, the organizational or personal biases of the originator may have a profound effect on the success of the program in engaging the support of important community groups. It is to everyone's long-term benefit that the planning process closely follows the steps recommended by the authors.

After the problem has been tentatively identified, the next step is to determine the existence and availability of local resources for an analysis of the major issues. Absent local resources, a search for qualified consultants should begin. Technical assistance may be provided by private firms or obtained through the two federal agencies referred to in chapter 2. These agencies are the Office of Juvenile Justice and Delinquency Prevention, and the Youth Development Bureau, a department of the Administration for Children, Youth and Families within the Department of Health and Human Services. The Office of Juvenile Justice has a great deal of information available about shelter care as an alternative to secure detention. The Youth Development Bureau has a very comprehensive set of manuals and professional literature oriented toward shelters.

With adequate staff and resources allocated to the project, an advisory board should be established which is broadly representative of official and citizen interests. In order for it to operate with maximum effectiveness, this board should be vested with major decision-making authority. The advisory board should include representatives from the juvenile justice system, police, child welfare agencies, youth advocacy organizations, schools, churches, and other diverse community interests. Citizens' groups such as the Child Welfare League, Junior League, National Council of Jewish Women, and the League of Women Voters are particularly effective.

The initial function of this advisory board is to provide general direction and establish the goals for the planning project. This involves identifying issues and philosophies which may have an impact on current practices of housing delinquents, runaways, throwaways, dependent, unruly and neglected youths. The board must define who will be served, how many, the location of services, the geographical boundary of the service, probable inter-agency agreements, expected funding sources, anticipated changes in law enforcement and court procedures, etc. For example, there may be a perception that certain types of youths are particularly in need of shelter care, or that youths within a particular age range are very difficult to place in local residential programs. The community perception may be that only status offenders should be placed in shelter care, and delinquents into a secure facility because they are obviously dangerous; or that the shelter can serve

delinquent and status youth, but young neglected and abused children should go to individual shelter care services such as family foster care.

The criteria for collecting and analyzing the data should then be developed. Criteria proposed by national standards projects and existing shelter care facilities provide a perspective on the most recent criteria being developed. These standards are available from the following groups:

IJA-ABA Juvenile Justice Standards Project
One Washington Square Village
New York, NY 10012

Commission on Accreditation for Corrections
6110 Executive Boulevard, Suite 750
Rockville, MD 20852

National Advisory Commission on Criminal
Justice Standards and Goals
Office of Justice Assistance, Research
and Statistics
633 Indiana Avenue NW
Washington, DC 20531

National Advisory Committee to the Administrator on
Standards for the Administration of Juvenile Justice
National Institute for Juvenile Justice
and Delinquency Prevention
633 Indiana Avenue NW
Washington, DC 20531

Office of Juvenile Justice
and Delinquency Prevention
633 Indiana Avenue NW
Washington, DC 20531

The strategy to be used for determining who is served should then be addressed. Consideration should be given to conducting community resource inventories; establishing valid data collection procedures; reviewing existing holding and referral practices; interviewing law enforcement, court and social service officials; and investigating potential shelter care sites. Several national organizations have standards for youth residential programs which may be useful in developing a methodology for analyzing the issues pertinent to developing a local shelter care service. These include the following resource books, available from the following groups.

Manual of Standards for Youth Community Residential Service
Commission on Accreditation for Corrections
6110 Executive Boulevard, Suite 750
Rockville, MD 20852

Manual of Standards for Children's Shelters
State of New Jersey
Department of Human Services
Bureau of Licensing
One South Montgomery Street
Trenton, NJ 08625

Operations Manual: Youth Development Bureau Program Performance Standards
Youth Development Bureau
Administration for Children, Youth and Families
Office of Human Development Services
Department of Health and Human Services
400 Sixth Street
Washington, DC 20201

The first phase of the planning process concludes when a consensus is reached by the board on the overall goals of the project, and a working timetable for the project is established.

PHASE II: ASSESS NEEDS

1. Identify existing youth service resources.

2. Review existing information.

   a. literature and interviews of key officials
   b. standards
   c. legal requirements
   d. aggregate statistics of juvenile justice system
   e. aggregate statistics of child welfare system
   f. policies and procedures of child welfare system and Juvenile Court
   g. other pertinent reports

3. Conduct survey of juvenile justice system and child welfare system.

   a. interview key figures and staff in juvenile justice and child welfare system
   b. assess operations of existing youth service programs
   c. survey characteristics of youth population
      1) juvenile court intake referrals
      2) child welfare system intake referrals
      3) nonsecure custody referrals
   d. apply admissions criteria to a valid sample of youth

4. Determine capabilities and deficiencies of existing youth service system.

a. law enforcement process
b. court intake process
c. child welfare agency intake process
d. organizational structure
e. youth service programs

5. Determine needs of youth service system.

   a. present
      1) service needs based upon admissions criteria
      2) procedural and policy changes
   b. projected
      1) juvenile population projections
      2) juvenile arrest projections
      3) court referral projections

6. Review design options for shelter care services (see Appendix III-2 for examples).

   a. congregate living (group home) models
   b. foster home models
   c. institutional models

7. Prepare preliminary report with options to meet project goals and objectives.

8. Outcome: Preliminary Report with Options to Meet Project Goals.

Assessing the program of a community requires a thorough data collection effort which identifies existing local resources, provides insight into local practices, and records the characteristics of the youth involved in the juvenile justice and child welfare systems. This information should be examined within the context of the goals of the advisory board, state statutes, regulations, and national standards. This phase is conducted by the professional planning staff assigned to the project.

The first step in this data collection effort requires the planner to (1) develop a general familiarity with the placement alternatives available to local police, the juvenile court, and the child welfare system when a child requires immediate placement, and (2) develop a method for assessing the need for existing as well as new services. Existing alternatives may include: release to the child's parents, a runaway/shelter home, emergency foster parents, an intensive supervision program, a police lockup, or the adult jail. An excellent way of developing familiarity with available programs and services is the use of a community services inventory. (An example is provided in Appendix III-3). A proven method for assessing program needs is the collection and analysis of existing statistics and information concerning youths arrested, referred to court, and placed outside the home in conjunction with the analysis of a survey of youth referrals which determines youths eligible for shelter care based upon specific and objective admissions criteria. A sufficient number of youth referrals and placements outside the

home should be surveyed (usually accomplished over a 45-day period) to determine the frequency of use of the criteria proposed by the advisory board. Survey information includes offense, legal history, legal status at referral, admissions criteria, and placements outside the home. This information provides a profile of youth arrests and referrals, and when analyzed with annual aggregate statistics, a reliable estimate of shelter care needs can be determined.

Along with identifying existing alternatives and developing a method of determining service needs, secondary information should be examined. State and national standards, pertinent studies, state codes, state child welfare procedures, and court rules should all be reviewed. Reports from the juvenile court, the child welfare agency, law enforcement agencies, and other community child serving agencies should also be analyzed. These materials can provide an understanding of policies, procedures and recent statistical trends within the local juvenile justice and child welfare systems.

Next, the planner's perspective on the juvenile justice and child welfare systems, derived from the above information sources, should be supplemented with the personal views of key local officials. Interviews should be conducted with persons involved in the daily operation of local juvenile justice and child welfare programs. These may include: the juvenile court judge, the chief probation and court intake officers, the police juvenile specialist, the director of the local child welfare agency, and administrators of the available alternative placement programs. These officials can provide invaluable information concerning the actual operations of the juvenile justice and child welfare systems, as well as information about the successes and failures of existing programs. Additional insight into the capabilities and deficiencies of existing programs can be gained from program staff. Therefore, an opinion survey of staff and existing youth service programs may also be necessary.

A sound information base results from this thorough data collection effort, allowing the planning to assess the capabilities and deficiencies of the existing youth service system. The information base should reveal that several factors affect the goal of removing children from jails and other inappropriate placements, and finding appropriate alternatives. The planner should carefully analyze all components of the juvenile justice and child welfare systems to determine their impact on the placement needs of local community agencies. Program needs can then be assessed given a continuation of existing practices and procedures. Modifications to the existing system and their anticipated impact can also be cited in developing optional courses of action.

The needs assessment phase concludes with a preliminary report, which presents a summary of the information collected, and a discussion of available policy options.

PHASE III: OBTAIN PUBLIC INPUT

1. Public Meetings

   a. publicize preliminary report and announce date of hearing
   b. conduct public meetings
      1) hearing
      2) press conference
      3) town meeting

2. Outcome: Citizen Responses

An important step in this planning process involves obtaining the views of citizens before decisions are made. Often, the goals of programs are never reached because public views were either ignored entirely, or requested perfunctorily after major decisions were made. Experience has shown that the benefits of citizen participation can be realized only if citizens secure a partnership role in the decision-making process.

Since comprehensive information has been collected about the juvenile justice and child welfare systems, problems identified and presented, this stage of the planning process is especially timely for obtaining public input.

One method of obtaining broad community reaction to a preliminary report is to conduct a public hearing. The preliminary report should receive wide exposure through the news media, and the date, location and purpose of the public hearing publicized. Summaries of the preliminary reports, as well as extra copies of the full report, should be made available to interested citizens prior to the scheduled hearing. At the public hearing, the advisory board and planning staff should be present to answer questions and respond to comments. The public hearing is also a forum for the expression of preferences in regard to the options outlined.

PHASE IV: ESTABLISH POLICY AND DEVELOP PLAN

1. Convene planning/advisory board

   a. select and determine the priority of options
   b. develop comprehensive plan
      1) purpose
      2) target population
      3) service options
      4) costs involved/projections
   c. establish timetable and responsibilities

2. Outcome: Plan for Action

At this stage the advisory board should meet to consider public comment, discuss the preliminary report, and reach consensus on which options to implement. The advisory board will consider various corporate forms and structures that a shelter care service may take. For example, the advisory board may determine that the shelter care service should be operated directly by the juvenile court, the child welfare agency, or by a subunit of these two official agencies. Or the advisory board may determine that the shelter care service should be operated by a private, nonprofit local organization, under contract with the child welfare agency and juvenile court. If the geographical area is multi-county or multi-jurisdictional, the advisory board may determine that the shelter care service should be run by a consortium of local political subdivisions.

Some of the decisions to be reached at this stage of advisory board activity include determining: local policy for arrest and initial custody of children; the procedures of law enforcement and court staff after initial custody is taken; procedures of child welfare agency staff after a determination has been made to take emergency custody of a child; guidelines for formal and informal court processing of cases; criteria for placement in secure and nonsecure programs pending court appearance; personnel and financial requirements; and residential and nonresidential capacities.

The advisory board should be able to determine the specific purpose of the shelter care service, the target populations to be served, the service option to be implemented, and the costs involved in providing the service. Periodic meetings of the advisory board should be scheduled to review progress of the plan's implementation.

PHASE V: IMPLEMENT SHELTER PLAN

1. Statutory and local policy changes, i.e., court procedural changes

2. Organizational development for the shelter care service

   a. goals and objectives
   b. organizational structure
   c. evaluation design

3. Legal considerations in operating a shelter care service

   a. zoning
   b. building codes
   c. health codes
   d. fire codes
   e. staff, civil and criminal liability
   f. State laws and statutes pertaining to shelter care
   g. child rights/parent rights

4. Nonresidential service development

   a. goals and objectives
   b. clients
   c. staff
   d. educational
   e. family counseling
   f. diagnostic
   g. medical
   h. psychiatric
   i. operations
   j. evaluation design

5. Residential shelter care development; defining your shelter

   a. setting realistic goals and objectives
   b. clients; target population
   c. facility development
      1) site selection
      2) licenses and other forms of regulations
      3) zoning
   d. staff
   e. operation
   f. evaluation design

6. Outcome: Implementation of Shelter Care Alternatives to Secure Detention

The next phase of the planning process is to implement components of the plan as outlined by the advisory board. In some instances, local policies and procedures will be modified. Orientation and training of line staff, police and court staff, and child welfare staff is required to insure uniform application of these new policies and procedures. Other components of the plan may call for a new organizational structure, or new residential and nonresidential programs. Steps should be taken to obtain the necessary approval of these components from local elective bodies or the state legislature.

In addition, the objectives of the programs should be established to clearly define their purpose and their relationship to the overall youth service system. New programs must define the client to be served, staff to be hired, and the content of daily services to be provided. If a 24-hour residential program is to be developed, it must be decided whether existing facilities can be renovated to meet program needs, or if a new building should be designed and constructed. All components of the youth service and child welfare system should develop an evaluation design which identifies organizational and program objectives. The net result of these activities is a better youth service and child welfare system, designed to meet the goals of the planning project, and to provide appropriate placement alternatives for children.

PHASE VI: MONITOR SYSTEM

1. Develop methods of monitoring the activities and effectiveness of your shelter care service

   a. clarify services and activities to be monitored
   b. establish authority to monitor (who monitors)
   c. collect information
   d. establish inspection methods
   e. establish reporting methods

2. Outcome: How is the Shelter Care Service Working

The final planning phase involves monitoring the youth services and child welfare system to insure that the goals of the planning project are achieved as intended. Proper monitoring authority should be vested in a state or local agency to collect data, inspect programs, and propose necessary modifications to the youth service and child welfare systems. To the extent possible, the information necessary for monitoring should be collected from an existing information system or adaptation thereof.

## CHAPTER 4

## SERVICES AND PROGRAMS WITHIN SHELTER CARE FACILITIES

Shelter care programming can take many different forms and serve a variety of needs, depending on the outcome of the planning process discussed in Chapter 3. In defining your shelter care program, however, certain basic services must exist to insure quality programming, regardless of your specific orientation. These services are discussed in this chapter, followed by a discussion of optional services that may flow naturally out of a shelter care program.

### ESSENTIAL SERVICES AND PROGRAMS

#### Provision of Adequate Physical Space

As the term "emergency shelter care" implies, the care service offered is alternative living in crisis situations. Whether designing your own facility or accommodating an existing structure to programming, you will need to plan in accordance with the needs of your projected, licensed capacity. Some of the things to take into consideration are:

Living space per individual--living room, recreation room, bedroom and kitchen areas that look spacious when empty, can seem quite cramped with a number of young people in them.

Privacy needs versus the need for effective group supervision. During the course of the day, residents will vacillate between interacting with the group, and wanting privacy or personal space. Maintaining a good balance between these two needs maximizes good programming and behavior management (see Chapter 7). Staff ability and inclination is facilitated when group space (such as the living room or recreation room), and privacy areas (such as the bedrooms or study) can be monitored by staff without a great deal of movement, or without having to leave either the group or individuals unattended.

Activity space--both the inside and outside areas should afford enough space for active and quiet activity and recreation. One of the basic needs for effective group control is a structured, varied activity schedule, and this can be greatly inhibited by a lack of adequate space. An outside activity area does not necessarily require elaborate equipment, but should provide space and

accommodating terrain to allow for both planning and casual alternatives to inside programming.

Storage space--for a program serving a group of young people, it is impossible to overestimate the amount of storage space needed. A lot of frustration can be avoided by adequate planning.

Staff space--it is necessary for youth service workers to have office space which affords privacy for conferences and report writing. However, this should not be so comfortable as to encourage protracted absences from the group.

Bedroom areas--bedroom areas should afford privacy, personal storage, and adequate supervision. Since young people in crisis often experience sleep-related difficulties (insomnia, nightmares, illness), there should be enough space to minimize the chance of other youngsters being disturbed. Night time can be a highly anxious time for young people in crisis, and it is important to have staff availability and supervision, facilitated by the layout of the sleeping quarters. This is also important because the transition from evening activities to sleep is one of the higher risk times for acting-out behaviors, bullying, and simple "dormitory type" behavior.

## Meals and Nutrition

Feeding of youth in residence entails much more than the provision of three meals a day. While it is universally popular with youth and staff to malign the food in group settings, it is entirely possible to offer attractive, nutritious and cost-effective meals.

Nutritional content is perhaps the highest priority, partially because a good number of the youths in residence will have had inadequate nutrition due to neglect, living on their own, or emotional problems. Also, many youths simply have poor eating habits.

Guidelines for balanced meals can be obtained through federal child nutrition programs, local extension offices, and college and university resources. It is highly recommended that the services of a nutritionist be involved in menu planning.

While advance menu planning is necessary, it is also important to respond to individual needs; unique dietary needs should be identified. These might include food allergies, diabetes, the necessity of dieting, and the possible effect of sugar or other substances such as food dyes on specific individual's behavior.

Because many of your clients will be coming directly from crisis or chaotic situations, it is important for a program to communicate stability. A tangible means of accomplishing this is through a mealtime routine utilizing a predictable, scheduled time for meals, and maintaining a certain structure,

(i.e., everybody eats together at the same time, certain elements of decorum are agreed upon and maintained). This should carry into the weekend when there is sometimes a tendency to let things progress informally.

If the program is involved in any type of structured behavioral observation, mealtime should be included specifically. Eating habits and changes in eating habits; the level of interest in food; ability to handle mealtime routine, which is usually one of the more structured times of the day and forced interaction for the group, can be significant in observing trends in behavior.

One issue with which programs struggle in initial stages is the necessity of food service personnel. While there are often priority determinants, such as program size and budgetary constraints, there should be recognition of the large amount of time (average of four to six hours a day) that will be consumed by staff in menu planning, food preparation, and shopping if cooking personnel are not employed. Also, it should be remembered that staff hired for youth service qualities do not necessarily bring credentials or experience in food preparation to the job, and as a rule should not be assigned food preparation responsibilities.

Safety and Protection

The term "shelter" implies a haven and the well-being of the youth served is, indeed, an essential service to be provided. This protection occurs on several levels.

The first is protection from the circumstances which necessitated the placement. If the situation involves abusive or neglectful parents or custodians, the instructions which the court has dictated regarding contact should be clearly defined to the young person. Additionally, the responses the law will allow for in dealing with uncooperative parents should be communicated, as well as the future options available to the young person.

The second level of protection in which the youth should feel secure is protection within the group. Any group dynamic situation involves the potential for bullying, exploiting, and scapegoating. Some young people are skillful at pursuing these aims undetected. This is most effectively minimized through (1) active staff involvement and supervision, and (2) training to provide staff with knowledge of group dynamics and behavioral intervention.

Program structure should also provide protection from community members. Youth shelters quickly become known to some in the community whose interests lie in the sale of illicit drugs, sexual exploitation, and other harmful activities. Scrutiny of visitors and time-out activities is especially important, since the needs of youths in placement often make them vulnerable. Volunteers or lay people in the program should also be carefully screened, trained, and supervised. Assumptions cannot be made casually as to their intentions.

Programmatically, provisions should be made to keep the youth from self-harm. Specifically, items such as knives, utensils, and sharp objects should be under staff supervision and inventoried. Tools, gasoline, abrasives, poisons, or razors should not be readily available to residents, and should be also under staff supervision. Local regulations may also be in effect for hazardous or dangerous materials.

Fire can be particularly intriguing to some youths. Matches or lighters should be controlled, and the use of aerosol sprays minimized as these can be excellent torches. Emergency medical resources and poison control phone numbers should be readily accessible to staff. Garbage should be properly sealed and stored. Property must be kept debris-free.

Education

A significant number of youth served through a shelter care facility have educational difficulties. A priority task of the program is to insure there is not unnecessary further disruption in their education. Educational needs are to be considered in future planning and in any discussion of future options for the youth in shelter care.

Shelter care differs from other types of placement settings in that there usually is not a great deal of referral information accompanying the young person. Therefore, it is essential to determine school information and identify needs as early as possible, either at the point of referral or at intake. When staff capability allows, an educational screening, such as the Wide-Range Achievement Test, could be utilized.

Public School If continuing in the home school is being considered for a young person in residence, several factors should be assessed as follows:

> Does the young person's behavioral skills within the school setting permit a successful continuation within the school, particularly in light of whatever immediate events have led to placement? Or, is there a high potential for further difficulties and disruptive behavior before intervention strategies can be established?
>
> What is the response of significant school personnel to the young person? Are they motivating? neutral? condemning? labeling? How will this impact on the probability of success?
>
> Are there positives in place that should not be disrupted, such as school achievement in areas of athletics or other productive extracurricular activities? Are staff or peer contacts sustaining and positive?
>
> How physically accessible is the home school? Is public transportation accessible? Is it advisable to transport the particular young person? Is there program capability for transportation?

While the educational needs of youth in residence may be of importance to program staff, it cannot be assumed that school personnel see them as a high priority; therefore, it would be advantageous to have staff expectations include school liaison. Responsibility for school liaison can be assigned to an individual, or across staff, and greatly facilitate receiving information, books, and assignments.

On-Grounds School Programming If your program has a significant number of clients for whom continuation in the home school is geographically, behaviorally, or circumstantially unrealistic, the inclusion of an on-grounds school program should be seriously considered. The lack of this option leaves a large number of empty program hours and raises the possibility of serious school disruption. Whether your school program is implemented through cooperation with the local school district or state programming, or through agency-hired staff, several components are necessary:

MAINTENANCE OF THE HOME-SCHOOL EFFORT If there is a likelihood that the student will be returning to his/her home school, the continuation of the home school work is, of course, least disruptive. The logistics of obtaining books and assignments can sometimes be difficult, especially if a large geographical area is served. This problem can sometimes be solved with the use of referral workers, parents, or staff of a regional educational agency. Communication should be established at the onset of the educational program regarding the granting of credit, grading, and communication between the home school faculty and the agency teacher.

SPECIAL NEEDS PROGRAMMING For the young person who is no longer in school, or who is significantly behind grade level, alternative programming should be geared to providing a meaningful educational experience, typically around materials at the identified performance level of the student. Even in a short-term setting, students can be motivated by assigning work they can perform successfully.

INTEGRATION INTO ENTIRE PROGRAM An on-grounds school should be viewed as an integral part of the services provided, not as a satellite function. Even if not an agency employee, the teacher should be considered part of the treatment team, with provisions made for attendance and input at staff meetings. The discipline system within the school can be more effective if integrated into the entire behavioral management system. This can be a very difficult kind of classroom to maintain as it is not educationally needs-specific. Logical connections to the overall behavior-consequence-system allow for greater flexibility in response to lack of performance or disruption.

YEAR-ROUND VERSUS NINE-MONTHS SCHOOL Consideration should be given to maintaining the school program year-round if budget and staffing allow. Again, many of the residents will be educationally needy and can use additional work when placed during summer months. School also provides a productive way to fill hours.

BEHAVIORAL OBSERVATION The on-grounds school can be a very significant component of the behavioral reporting system, providing valuable data on the values of instructional methods and classroom management strategies for a particular young person. It can also be instructive, generally, such as in the handling of structure and controlled group dynamics.

GENERAL EQUIVALENCY DEGREE TRAINING Realistically, a number of young persons coming through your shelter care setting will not return to public school. During this relatively structured period of their lives, exposure to G.E.D. preparation instruction can be used in the pursuance of an alternative degree.

Recreation

A major component of a shelter care program is recreational activities because they offer an excellent potential vehicle for meeting other programming goals. To many young people in residence, in terms of their day-to-day motivation, recreation is more important and interesting than participation in counseling and treatment. A planned structured activity program is important for several reasons:

A structured and varied activities program provides a mechanism for behavioral observation and treatment intervention that is more normal than much of what is possible in out-of-the-home programming.

A major problem with many young people who come through a shelter care setting is effective time management; that is, the likelihood of negative behavior increases when there is nothing to do. A good recreation and activities program provides exposure to positive activities transferable to the home setting.

A structured activity program designed to meet individual needs is an integral component of an effective behavioral management system. It fills time during which negative behaviors might occur, and provides an area in which to earn credit, which may be more motivating and accessible than other areas of the program. Participation in special activities is often a meaningful reward (or the loss of participation a meaningful consequence) in the behavior management system.

The recreation activity program should involve as much planning and structure as other aspects of the overall program. Unless recreation is given proper significance, it is very easy to slide into bad habits, including simply not providing recreation, repeatedly parallelling individual staff interests, or the interests of more assertive youth. Activities that are easy to supervise, but are not meeting individual and group needs, could also weaken the recreation program.

A balanced program should include the more traditional, competitive types of games and sports, and activities that are less threatening, such as "New Games" activities and frisbee. Arts and crafts should be balanced with more active activities.

The recreation activities program is an excellent area in which to incorporate volunteers. While volunteers can sometimes create management problems and input contrary to specific treatment plans, they can be a very manageable and valuable resource. Volunteers can offer skills, presentations and assistance with music lessons, auto mechanics or crafts.

Use of community resources can greatly broaden programming, including parks and recreational areas, beaches, bowling, skating, and plays and movies. It is preferable, however, not to overload the schedule with entertainment activities, such as movies. While enjoyable and easy to supervise, excessive entertainment activities do not necessarily meet the objectives of a sound activities program, or the needs of youth in shelter care.

Religion and Culture

One of the more difficult and important areas in serving adolescents is meeting their spiritual and cultural needs. In some respects, this area is even more complicated in short-term services. Different sections of the country will vary as to the religious and ethnic backgrounds that young people will bring into the program. It is a "given" that even in the most homogenous areas there will be a cross-section of backgrounds, exposures, and beliefs. In terms of individualized programming, in-house services or utilization of one particular church or religious center is generally unacceptable. Additionally, use of public monies presents church versus state issues.

Some youths, of course, will have no religous background or preference and a number will be in the throes of adolescent rebellion and rejection of family values. Perhaps the most productive policy in this area would be a written statement provided to youth and family indicating all efforts will be made to allow access to the religious center of the youth's choice. Preferably, if advisable, religious needs can be met through the family. If the staffing pattern allows, or through the use of agency volunteers, transportation and escort service could be provided.

Program administration should be aware that almost inevitably certain staff or volunteers will have strong personal beliefs, and attempts could be made to communicate these beliefs and proselytize the youth in residence. This is almost always ineffective in a short-term setting, and can also be counter-productive to program goals. It is important therefore to be aware of this, and articulate to the staff and/or volunteer the inappropriateness of this type of sharing in a group of individuals of varied backgrounds.

In a particular shelter care setting there will be a variety of cultural classes and life styles. It can be anticipated that this will lead to ongoing and varied types of conflicts within the group, since adolescence is a time of peer pressured conformity intermingled with trendy nonconformity. This can lead to simple disputes between rock and roll versus country western on the stereo, and to serious subgroup disturbances between individuals from different backgrounds.

Probably the most important element in addressing this area is the proper training and supervision of staff members. Unless staff have a complete understanding of their own values, and the cultural contexts from which their functioning is viewed, it is almost certain that staff interventions will be disruptive rather than helpful. Staff should also be versed in cultural differences in customs, speech, and nonverbal behaviors so that misunderstandings do not arise from erroneously inferred meanings.

## Work and Employment

Some youth in shelter care placement will be interested in, or already involved in employment. Procedurally, this can be difficult as it will usually mean making exceptions for time away from the facility, curfew, and household expectations. For those employed at intake, an assessment should be made to determine whether employment is an ongoing and positive experience. There should be explicit behavioral conditions for the continuation of the job established with the youth at intake.

The desirability of finding employment for youth in placement is a very difficult issue in short-term care. In most cases, it is not possible initially to accurately gauge readiness to work, and whether the work experience is something that will transfer beyond placement. The reason for placement, future plans, and behavioral record are factors which require assessment.

Short-term employment possibilities might be available, such as summer youth employment programs, contract labor, and field work in rural areas.

## Medical

It is vital to get medical information before or as close to intake as possible. Specific problems or conditions need to be identified (such as allergies, pregnancy, medical conditions or medications) so that they can be properly acknowledged and treated.

The program will require a physician identified for medical oversight, emergency availability, and procedural direction. The staff should be trained in emergency procedures, including first aid, handling and transportation, and on-call resources. There should be a strongly stated policy reflecting

relevant laws, regulations and standards on the storage and security of medications, and medication disbursement and logging. At no time should youth be allowed to keep medications or take medications without observation.

Physicals should be obtained within the first few days of placement unless a very recent one (e.g., 30 days) has been given and the results are available.

Staff should be trained and aware of environmental factors related to problems of incoming youth, such as cleanliness, infestations of lice, and the presence of venereal or other contagious disease. The medical consultant should be contacted immediately in regard to the treatment of conditions and the relative danger to the rest of the group.

Because shelter care is a crisis intervention setting, it can be expected that symptomology of tension, stress and psychosomatic complaints will occur, most typically in the form of stomach and headache complaints. Due to their emotional turmoil, many youth experience injuries through preoccupation, acting-out, or even suicide gestures. Staff should be apprised of all types of emergency medical procedures.

## Clothing and Personal Belongings

It is well to remember that for children and adolescents tangible belongings are significant and a very real reflection of self-image and ownership; it is important to handle personal items carefully. A balance must be maintained between the individual's right to privacy and awareness of contraband and dangerous items. Many difficulties may be avoided if an explicit policy is stated regarding what constitutes a reason for searches, and specifically, what types of items are considered contraband.

A policy should be established allowing each person a minimal amount of money with the rest locked in safekeeping, and discouraging valuable items, such as televisions, stereos, and jewelry, in residence. A firm policy can avoid problems with theft and subsequent intragroup arguments.

## Supervision

Group supervision is an essential service. Indeed, it is one of the primary functions differentiating shelter care from substitute family or individual foster care arrangements. Adequate supervision is also a function rooted in effective training and staff supervision. Because of the intensity of the youth service worker's job, cues as to building problems may be overlooked, behaviors may be ignored rather than dealt with, and assumptions made that a quiet group is a problem-free group.

The degree and types of supervision which may be necessary are dependent on the type of facility and the defined target group (see Chapter 7).

### Crisis Counseling

Even if the facility offers only basic services, the line staff should be skilled in short-term crisis counseling. In most instances, youth entering a shelter setting are extremely vulnerable, and therefore, perhaps most accessible. Although long-term counseling may ultimately be provided by another resource, workers should be skilled enough to:

not minimize or maximize the problem;

help to provide a reality context for the youth;

not provide "band-aid" type of solutions;

be aware of the cues for potential suicide, possible physical or sexual abuse, or alcohol or substance abuse problem;

know their own limits and appropriate referral sources.

Crisis intervention can assist clients because of the timing. It is also a crucial element in behavior management. If young people can begin to grapple with their problems directly, the probability of acting them out indirectly is minimized. Staff should also be prepared to field walk-in types of situations, once the function of the facility becomes known in the community.

### Transportation

Many difficulties can be averted if policies relating to transportation of clients are defined from the outset. Conflict can arise surrounding responsibility for client transportation among family, referral workers, law enforcement officials, and program staff, especially for placements, visits, transporting runaways to the facility, and other travel needs.

Routine transportation needs inevitably arise--off-campus recreation, field trips, and client-specific transportation needs such as school, work, and church.

## SUPPLEMENTARY SERVICES AND PROGRAMS

Many additional services can be provided that flow naturally from the core program complementing and supplementing the essential services, as previously described. In considering additional programming, it is necessary to assess

the service elements already in place in the catchment area, the impact the additional programming might have on the basic services (embellishment versus overstretching), the funding resources and existing staff capability (see Chapter 3 for a needs assessment discussion).

The services detailed and described below are certainly not inclusive, but are representative of the successful services that augment and supplement shelter care programming.

## Individual Counseling

As a service distinct from short-term crisis counseling, individual counseling is the provision of goal-oriented, one-on-one work toward specific problem resolution and future planning. If done in-house, individual counseling should be oriented toward short-term goals. Long-term goals should be established if aftercare services are provided; this will assure continuity and coordination with the resource worker, who will be subsequently working with the individual.

## Family Counseling

Since entrance into shelter care usually coincides with a time of crisis, this is often an ideal time to initiate family counseling. Family counseling is a general term that encompasses several levels of intervention. The most basic is instruction in parent skills and behavior contracting and management. Since workers in the shelter care facility have the skills and responsibility of surrogate parents, an assesment as to whether this service can be provided is appropriate.

Many families need assistance in listening and communication skills, since many problems flow from misunderstandings and unquestioned, unclear assumptions made by family members. The time of crisis is also a good time to initiate family counseling. Attention should be given to follow-through to enhance reintegration into the family when the young person returns home or when placement is necessary.

The most sophisticated level of intervention is family therapy which should only be attempted by someone trained and qualified. This intervention, which is a professionally specialized area, centers on how the interworkings of family dynamics have influenced the behavior problems of youth.

If family therapy is initiated within the shelter care setting, it is important to make provisions for follow-though at home, ideally with the same therapist.

## Group Counseling

Group counseling is somewhat unusual in a short-term setting. Traditional group counseling is based on a set group with growing relationships as the major positive force. In a short-term setting, this is not possible. It is necessary, therefore, for group work to be more structured, more issue-oriented, and centered on those things that youths in crisis have in common.

A group work situation in short-term care can create positive relationships, allowing group members to confront issues more directly.

## Residential Diagnostic and Evaluation Services

In shelter care, many youths will be awaiting placement, between placement, or in the midst of a crisis with no clear problem definition. Shelter care can be an ideal setting for evaluation services. While evaluations can take place on an out-client or in-home basis, there are many situations in which there is danger to the youth and or the family, or a danger of a troubled situation deteriorating. In these cases, evaluation services at a shelter care facility can best meet the needs of the youth.

A thorough evaluation report should include behavioral, educational, psychological and/or psychiatric, social history, substance abuse screening, family dynamics, community context and medical components. The behavior report, central to the evaluation, is the unique product that the shelter care facility has to offer, and should be carefully planned and implemented.

It is suggested that behavior observations be made within a consistent framework incorporating such elements as relationship with peers, relationship with adults and authority figures, handling of structure, self-care, problem solving, coping and frustration tolerance, and goal attainment.

For precision, and pragmatically, because court testimony on the basis of the report is often required, it is important to have the line staff directly involved in the behavioral observations and the composing of the report.

The other components of the evaluation package can be handled in a number of ways depending on staff capability, program components involved, budgetary considerations, and service availability within the community. These aspects of the evaluation may be provided by full-time staff, part-time contracted staff, or through other agencies on contract, such as mental health centers, universities, hospitals and educational agencies.

The final product should be nonlabeling, since this is rarely useful in future planning, and frequently detrimental to youths. The report should provide useful descriptions of the needs, behavior, dynamics, and make succinct recommendations.

Since evaluation services are almost always provided to either the juvenile court or to a department of social services, there should be clarity initially as to what is required from evaluation. The results should be specific, with the important points highlighted, not lost in a myriad of lesser details. Any reported material should directly result from experience with the young person, use of valid and reliable psychometric, medical and educational instruments, and recognize the difference between functioning in a group placement and home setting. In other words, the temptation to "over-infer" should be highly resisted.

Because this program component can be critical to the future of the young people involved, it is particularly important that ongoing feedback regarding the utility, credibility, and reliability of the evaluations be received from clientele and referral sources.

### Psychiatric/Psychological Consultants

Beyond involvement in evaluation services, psychological and/or psychiatric consultation assists in in depth crisis intervention with youth, and in upgrading staff capability through continuous staffing and case consultation. Whether these services are used on a part-time consultation basis or full-time, there should be ongoing efforts to involve these individuals as full team members, to insure that they mesh professionally with program philosophy and goals.

## SPECIALIZED SERVICES

There are a number of specialized services that, if incorporated into your program, will respond to the needs of a significant portion of the clientele, and greatly minimize the chance that time in placement will be "down-time." The following list represents the services that can be offered successfully in shelter care programming. While not exhaustive, it may assist the administration and staff of your program to gauge the needs of your clientele on an ongoing basis.

### Vocational Training and Employability Services

The broad area of vocational training and employablity services comprises elements that can be successfully implemented in the relatively short period of time in shelter care placement. Because most adolescents have a narrow understanding of career possibilities, exposure to job and career descriptive manuals can be motivating, particularly within the realistic context of the individual's aptitudes, interests, and intelligence level.

To determine these traits, specific instruments, such as the General Aptitude Test Battery (GATB), and various aptitude and interest assessment scales which are relatively simple to administer and interpret, can be used, either in-house or through cooperation with agencies (such as Job Service).

Individual or group discussion of the local job market, required skills and qualifications for available positions, and the means to determine what jobs are available (how to read want ads, use of Job Service, and employment agencies) can be helpful.

Since many youth in shelter care suffer from poor self-image, discouragement, erratic behavior and emotional expressions, it is important to center on general employability issues. These include the distinction between interpersonal issues and role interworkings in a job setting, employer value of perseverance, and chain of command problem solving. Practice on job application and interviewing skills can be particularly helpful, including how to fill out an application or resume, role playing, maintaining eye contact, and what to offer and not offer in an interview situation.

These activities can be important in helping youth avoid the characteristic tendency to overshoot or undershoot in the important area of work.

Counseling and Education

The authors believe that shelter care facilities are indeed appropriate providers of sex education and counseling. Unfortunately, because most staff have not been trained in human sexuality, most agencies are ill-equipped to provide these services.

Due to society's failure to confront human sexuality realistically, children and youth, society's least articulate members, have become the most abused. Adolescents, and adolescents involved with shelter care in particular, badly need opportunities to deal with problems of sexuality and sexual identity. This results in part from a shift in sexual mores, with more youngsters seeming to have more sexual experience at earlier ages than in the past. The increasing incidence of adolescent sexual activity is coupled with an alarming number of adolescent pregnancies. Additionally, there has been an increase in the reports of sexual abuse, incest, child molesting, rape, teenage prostitution, and child pornography. Finally, there appears to be an increasing number of adolescents self-identified as gay or lesbian. This increase may be related to the growth of the gay subculture and gay liberation.

It is imperative for your staff to be perceptive and comfortable when dealing with adolescent sexuality, especially in the areas of incest and sexual abuse. The shelter care worker does not have to be an "expert" to help youth deal with sexual issues, just as one does not have to be an English professor to assist with spelling, or a psychiatrist to discuss problems. Professionals skilled in working with adolescents to solve other problems can assist with

these issues as well. What they require is a reasonable amount of training and "expert" backup to provide consultation when serious emotional problems surface as a result of sexual dysfunction. The worker must be trained to know when to make a referral.

Beyond recognizing individual cues and dynamics, group discussion and sex education can be helpful and less threatening to group members who, because of a sense of guilt or shame, have been unable to grapple with past sexual experiences.

Discussion of the following broad sexuality issues can be beneficial to most residents:

> The normal confusion of adolescence regarding new, exciting and yet disturbing feelings during puberty.
>
> The dynamics of sexual acting-out as opposed to sexual reality testing. What are the mistaken goals? What is the role of peer pressure? How do physical attributes sometimes overly dominate other personal attributes? How is this sometimes used as an effective though dangerous form of rebellion? What is "normal"?
>
> The questioning of cultural role expectations--the unfairness of the male-female double standard of sexual behavior and expectations. The reconditioning of males to not think of females as sex objects. The questioning of female passivity.
>
> Training in constructive assertiveness--resisting sexual pressure, being able to identify "choosing" versus "submitting" to sexual participation.
>
> The nature of homosexuality--the distinctions between adolescent experimentation and constitutional homosexuality. What are some ways to cope with the problems of being a gay adolescent in our society?
>
> Pregnancy and birth control--dealing with fantasies about the emotional satisfaction of a baby versus the realities of the total dependence of an infant. Identifying and dispelling myths (e.g., "you can't get pregnant when you're high"; "you can't get pregnant the first time"). Birth control can be a controversial area for some parents and the area should be discussed pragmatically with parents early on. For the already sexually active adolescent, the types of birth control, advantages, disadvantages, reliability, risks and discussion with partner should be covered.
>
> Venereal disease and herpes--What are the types and their symptoms? How are they contracted? How should one handle discovery?

With appropriate staff, the above can be addressed in-house, through a cooperative effort with outside resources, such as Planned Parenthood, university personnel, qualified medical practitioners, or specialized agencies.

## Chemical Dependency Counseling and Assessment

National statistics and program experience indicate that a significant percentage of the youth who pass through shelter care will have had some exposure to and involvement with alcohol and/or other chemical substances.

This can be a difficult area in which to work and requires a specific expertise because of the abuser's rationalization and denial. As with adolescent sexual behavior, experiences often occur in the context of a lack of information, or perhaps worse, "pseudo" information. Because of their own fears and misconceptions, and perhaps because of discomfort with their own usage patterns, there are also mixed messages from parents. In the provision of substances abuse services, critical elements to be considered are:

What constitutes experimentation versus chemical dependency?

What are the legal implications?

What are the support services and intensive treatment services available?

What family and peer patterns support the habit of usage?

Does the youth need chemical dependency treatment?

Not all drug abusers are chemically dependent. When getting high becomes a recurrent and profound theme, and leads to progressive dysfunction and loss of control, the individual may be chemically dependent. Many shelter care programs are providing drug evaluation and assessment services for their residents. If these services are not available in-house, it is highly recommended that referral to an appropriate agency be made. Proper evaluation services can be provided only by a trained counselor with expertise in the drug abuse field.

The drug assessment of a youth by a shelter care counselor is intended to provide an accurate evaluation of the degree of substance usage and the effect it is having on the youth's life. It is completed with the understanding that treatment recommendations will be made for the youth, parents, referral workers and the juvenile court.

The first step for the counselor doing a drug assessment of a client is to establish a relationship of trust. Much more accurate information will be volunteered concerning drug usage if the youth feels that the counselor is working towards his or her best interests. To establish a trust relationship and obtain information a client may volunteer without prompting, it is usually best to wait until the end of the interview to raise direct questions about drug usage. Often it is necessary to conduct several interviews before enough trust is established to produce an accurate picture.

Information is obtained from the shelter care client about mood altering chemicals used now, or in the past, age of first use of each chemical, frequency and amounts of chemical usage through time with each chemical, and incidents of cross-usage. Be alert for harmful cross-usage of drugs, such as alcohol taken with barbiturates. Continue to determine the patterns of usage by asking about the times of day and events when chemicals are used, the people they are used with, and the times and events when a client uses them alone. A greater preoccupation is usually indicated when a person uses frequently and alone. Usage is also more serious when friends have been lost because of usage, and most of the youth's friends are users. Chemicals used at a variety of events, and where the consequences are fairly severe, such as school, also indicate the possibility of a serious problem.

The shelter care client should be asked to describe the harmful consequences that have occurred because of chemical usage. These should cover all aspects of the youth's life and should be specific concerning times and events, to determine how the pattern of usage has affected the client's life. In general, it can be expected that periods of high chemical involvement will also be the periods of frequent harmful consequences. It is likely that the data obtained are either incorrect or incomplete if this is not the case.

The counselor should determine if the client has suffered any memory loss, blackouts, overdoses or a decline in health resulting from chemical usage. Blackouts are chemically induced periods of amnesia which usually occur among heavy users. They can occur after small or large amounts of mood-altering chemicals have been used, generally increasing in frequency as the person's drug problem worsens. Blackouts indicate the presence of a serious problem, as do memory loss and overdose.

The counselor should ascertain the client's definition of a drug problem and chemical dependency, and learn how the youth describes his/her problem. Note that people who are facing a serious drug problem often cannot deal with it realistically. Frequently, the addicted shelter care resident minimizes or denies any drug or alcohol problem.

Try to find out why the client thinks s/he is using chemicals, and be alert for answers that indicate an escape from reality, or use of drugs to handle emotional pain. These answers indicate a serious drug problem, and possible dependency.

Parents should be interviewed to obtain information about their understanding of the client's usage. Determine the pattern of chemical involvement among all the family members. Often a pattern of harmful involvement will be observed among more than one sibling. Chemical dependency is more prevalent among youths where one or both parents are chemically dependent (also common is a history of other relatives with harmful involvement). Concerned persons can be interviewed to obtain a complete description of the youth's usage, which may help the counselor discover family patterns not otherwise revealed.

Following the interviews, the next assessment step is to analyze the drug problem, and develop treatment recommendations. Drug usage can be

characterized by four steps: experimentation, misuse, abuse, and dependency. The first three stages can generally be handled by referring the shelter care resident to an outclient drug counseling service.

Chemical dependency is the most serious stage of harmful involvement. It is characterized by preoccupation with usage that is impossible to control; an inability to work directly and honestly with emotions; low self-worth; and a relationship with mood altering chemicals that is the most important circumstance in the client's life, (euphemistically referred to as a "love relationship with chemicals").

Clients ought to be observed in social situations for several weeks or months to ensure that the label "dependent" is accurate. Often a range of outclient services is provided (e.g., individual, group and family counseling) so the client may be observed in a variety of settings. Voluntary abstinence or responsible use is extremely difficult and often impossible with dependency. It is recommended that the dependent shelter care resident be referred to an in-patient drug treatment program specifically designed to handle this problem.

### Placement Services

An agency which provides shelter care should also consider becoming a child-placing agency. This is consistent with a "continuum of services" approach to services. Within a shelter care setting, an adequate functional knowledge of the youth is usually obtained. When effected under the auspices of the same agency, the disruptive dynamics of placement are also minimized.

### Out-Client Services

Extending services on an out-client basis to youths-in-need is a natural extension of shelter care service. Variables to consider are staff capability in terms of expertise, present workload, and availability of existing out-client services. Out-client services should always include family counseling in addition to individual sessions.

### Transitional Services

Dismay has long been expressed about the so-called "thick-file" youth--the type who has failed multiple placements and intermittent placements at home, usually culminating in a hardened and irresponsible individual. Despite the many excellent residential programs available, this failure occurs, primarily due to deficiencies in preparation for placement and aftercare services. Preparation for placement and aftercare are fundamental services to consider

when operating a shelter facility. By providing information about the proposed placement site, the expectations of residents, the projected length of stay, the determination of program success, and the involvement of family and significant others, many difficulties could be avoided, or at least minimized.

More important is the assistance to the youth in expressing assumptions (which may be in error), fears, resentments and/or false hopes. If these can be articulated and worked through to realistic expectations, there will be less chance of things going wrong.

After-placement is at the other end of transitional services. No matter how successful any placement experience may be, it is only as good as the success after placement.

In essence, aftercare services should begin from the first day of placement. Initial treatment plans should encompass the projected goal upon release, the determination with the youth and family of a worker for aftercare service, ongoing communication during placement, and the way in-placement goals relate to goals after release.

Aftercare services should address:

The level of structure the youth will require in adjusting to the home situation or the next level of care.

What type of intervention will assist the family in understanding and restructuring family dynamics, and also in adjusting to the returning individual.

Educational and/or vocational needs and how they can be obtained.

How the peer group can be handled to the client's advantage and/or how new bonds can be established.

Helping the youth during and after placement in responding to those who react to him or her as "the kid who was sent away."

How aftercare problems are to be identified and addressed.

Outreach Services

Outreach services can be used for out-clients, aftercare clients, or youths still in placement. The major orientation of outreach is systems intervention. This refers to establishing linkages with the school, other involved agencies, family vocational resources, and other significant community members that "can make or break it" for the young people in the community.

An outreach worker also provides crisis intervention and emergency assistance to law enforcement and probation personnel.

## Foster Care

The establishment of a network of trained, licensed, foster care parents can greatly embellish the effectiveness of the shelter care facility, and widen the range of youths the agency serves. The younger or less sophisticated youth can be served through foster care, while the facility can concentrate on the sophisticated, perhaps more acting-out youth.

Effective screening, training and ongoing supervision are vital in programming for foster care. If these components cannot be provided, it would be better not to consider foster care as an option.

## Independent Living

A percentage of youths who come through shelter care facilities are older adolescents who have no family resources, are not in need of, or eligible for, any placement resource, and are not ready for full independence. These cases require preparation for and transition into independent living.

The youth's skill levels should be assessed and training provided in the areas of budgeting, banking, shopping, cooking, cleaning, and time management.

Loneliness may be a pervasive problem for anyone living alone, but can be particularly problematic for the newly emancipated. Appropriate peer contacts and professional linkages should be established, therefore, with emphasis on handling peer contacts appropriately and assertively. The emancipated youth's home should not become a flop house and party site, thereby jeopardizing the success of the program.

Of prime concern, of course, are educational and vocational resources. The most critical issue here is mutually determining what realistic expectations can be met by a specific individual.

With the hard-to-place youth, independent living can look attractive both to the youth and professionals. However, caution is urged in view of the many opportunities for failure at this difficult level of programming.

## Telephone Crisis Counseling

Since shelter care facilities are open 24 hours a day, and staffed with trained individuals, they are a natural setting for telephone crises lines for

youths. The size of the staff will determine whether a crisis line can be established without major disruption.

Specific training of staff members on crisis intervention techniques via the telephone is required. Knowledge of community resources for the type of problems likely to be encountered is also a necessity. With proper screening and training, this service can be performed by voluntary staff.

Public Education

A skilled, experienced shelter care staff has much to offer the community-at-large. Presentations to civic, school, religious groups, and other interested parties on parenting skills and issues, adolescent development, adolescent sexuality issues, substance abuse, behavior management, and many other youth related issues can be a real public service as well as an effective public relations mechanism.

In-Home Detention or In-Home Supervision

Many youths who could be maintained in their home settings with little risk are placed in shelter care or even secure detention facilities or lockups. Effective supervision is the ingredient lacking. Through a contractual arrangement of expectations with the youth and family, an in-home detention or supervision component can provide daily monitoring contact to the home. (See Appendix IV-1 for examples.) This service has proven very successful in maintaining certain young people at home until a scheduled hearing, a pending placement, or the implementation of a treatment plan. Some examples of in-home supervision guidelines are provided in Appendix IV-1.

PROGRAM-RELATED DOCUMENTS*

Program related documents that need to be developed by administration and/or your Board of Directors are as follows:

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*Note: An excellent sourcebook on program related forms and documents has been published by the Interstate Consortium on Residential Child Care. The book is entitled, Residential Child Care Sourcebook, published in 1981. Contact: The Interstate Consortium, Department of Human Services, Capital Place One, Trenton, NJ 08625, phone 609/984-5585.

- Program description

  Specific goals and objectives
  Target population--who is included, excluded
  Referral procedure

- Release Forms (individual)

  Medical
  Information, release of (specific to source, time limited)
  Specialized (e.g., smoking permit, runaway report, authorization, etc.)

- Client Handbook

  Rights
  Responsibilities
  Expectations
  Services offered
  Discipline procedures/behavior management

- Intake Form (individual)

- Medical History Forms (individual)

- Procedural Handbook

  Discipline policy
  Client grievance procedure
  Emergency procedures
  Intake procedure
  Medical policies and procedures

- Placement Forms (Individual)

- Daily Log Forms (Individual)

- Treatment Plan Format

- Incident Report Forms

- Medical Disbursement Log Forms

- Clothing and Personal Belonging Forms (Individual)

## CHAPTER 5

## PERSONNEL

Shelter care service, like any other human service program, is a collection of people organized to deliver specific services to a predetermined target population of youths. Unlike a factory where people operate machines transforming raw materials into finished goods, a human service organization depends entirely on its human resources to accomplish its goals and objectives. Working under typically stringent financial constraints, your shelter care service must attain maximum utility from limited resources.

In an effort to put together an organizational chart, a staffing pattern with job descriptions assigned for each staff member, it is necessary to first examine the overall goal of your organization. For example, the newly formed Board of Directors of the Pleasant Valley Shelter Care Service may have set as their overall goal, "To Provide a Humane and Consistently Reliable Shelter Care Service to Youths in Need."

### RELATING TO COMMUNITY RESOURCES

Having established your overall goal, it is helpful to take a hard look at your community to determine the resources and opportunities available. For example, if you find that several community-based group homes or youth residential facilities exist which enjoy community acceptance and support, it may be appropriate to consider establishing a shelter care facility. If, on the other hand, an active foster care program exists, it may be appropriate to establish your shelter care service as a foster home network providing specialized shelter care services. Indeed, you may determine that in your community a combination of approaches would be appropriate, such as a small shelter care facility around which a network of foster home are developed, to provide a flexible and wide-ranging set of shelter care services.

### RELATING TO AGENCY OBJECTIVES

Once the decision has been made to organize your shelter care service around a particular model of service delivery, look closely at your specific objectives--those measurable and quantifiable specifics which must be accomplished by a certain time. It is helpful to enumerate the activities required to accomplish these objectives. For example, the Board of Trustees of the Pleasant Valley Shelter Care Service has developed the following three objectives for their first year of operation:

To provide shelter care to 250 youths per year

To operate a shelter in such a fashion that we meet or exceed all health department, fire department, and building department inspections each year

To develop and maintain a cadre of 20 active volunteers during the first year

Assuming that the Pleasant Valley Shelter Care Service has set forth a number of other goals, we will, however, concentrate on the three listed above, and develop a listing of the activities associated with their accomplishment.

I. To Provide Shelter Care to 250 Youths Per Year

Activities Required to Achieve Objectives

Hire staff

Acquire facility

Renovate and prepare facility

Establish referral relationships with various official agencies in our target area

Conduct outreach to youths on the street to encourage them to seek our services

Provide meals and lodging

Provide individual and family counseling

Provide 24-hour-a-day intake services

Provide 24-hour-a-day supervision

II. To Operate Our Shelter in Such a Way that We Meet or Exceed All Health, Fire and Building Code Requirements Each Year

Activities Required to Achieve Objectives

Find out what the code requirements are

Maintain appropriate food storage facilities

Keep kitchen clean and free of vermin

Post fire exit plans

Conduct fire drill

Maintain vigilant watch over resident and staff smoking areas

III. Develop and Maintain a Cadre of 20 Active Volunteers

Activities Required to Achieve Objectives

Prepare volunteer training program

Design volunteer job descriptions

Visit other volunteer programs and do literature search

Recruit volunteers

Train volunteers

Supervise volunteers

Support volunteers

Recognize volunteers' contributions publicly

Each of the activities required to meet the specific objectives may fall under any of the following general job categories:

Management Services Typically, management services are provided by the program director, the board of trustees, assistant directors, and department heads.

Professional Services Typically, professional services are provided by social workers, consultants, educational specialists, volunteer coordinators, nurses, psychologists, and consulting psychiatrists.

Administrative Support Services Typically, these services are provided by secretaries, bookkeepers, and receptionist.

Facility Support Services Typically, these services are provided by house coordinators, cooks, and maintenance people.

Program Support Services Typically, these are provided by child care workers, house parents, night counselors, and evening coverage staff.

After you have determined the organizational model of your shelter care service, and have drawn up your goals and objectives, you should examine your activities in terms of staff. You can also determine the projected frequency of these activities. Using the three objectives from the Pleasant Valley Shelter Care Service, figures V-1, V-2, and V-3, are provided as examples of this type of staff requirement analysis.

FIGURE V-1

OBJECTIVE I--STAFFING REQUIREMENTS

OBJECTIVE: To provide shelter care services to 250 youths per year

| ACTIVITY | STAFFING CATEGORY | FREQUENCY OF OCCURRENCE |
|---|---|---|
| Hire staff | Management | Once at beginning, then infrequently |
| Acquire facility | Management | Once, at beginning of program |
| Renovate and prepare facility | Management | Once, at beginning of program |
| Establish referral relationships | Management and professional services staff, with assist from administrative support staff | At beginning of program and reviewed periodically |
| Conduct outreach | Professional service staff with assistance management | Weekly |
| Provide meals and lodging | Facility support staff and program support staff | Daily, meals served three times a day |
| Provide individual and family counseling | Professional services staff | Daily, several times each day |
| Provide intake of residents | Professional services staff and program support staff | Often daily; at least several times a week; sometimes several times a day |
| Provide supervision | Program support staff and professional services staff, with assistance from facility support staff and management | Daily, ongoing activity |

FIGURE V-2

OBJECTIVE II-STAFFING REQUIREMENTS

OBJECTIVE: To operate our shelter in such a fashion that we meet or exceed all health code, fire code, and building code inspection requirements each year

| ACTIVITY | STAFFING CATEGORY | FREQUENCY OF OCCURRENCE |
|---|---|---|
| Find out what the code requirements are | Management with assist from facility support staff | Once, at beginning of program |
| Maintain appropriate food storage facilities | Facility support staff | Daily |
| Keep kitchen clean and free from vermin | Facility support staff | Daily, several times a day |
| Post fire exit signs | All staff | Once, at beginning of program; periodically thereafter |
| Conduct fire drills | All Staff | At least twice per month |
| Maintain vigilant watch over resident and staff smoking areas | Facility support staff with assistance from all staff | Daily, several times a day |

FIGURE V-3

OBJECTIVE III--STAFFING REQUIREMENTS

OBJECTIVE; To develop and maintain a cadre of 20 active volunteers during your first year of operation

| ACTIVITY | STAFF CATEGORY | FREQUENCY OF OCCURRENCE |
|---|---|---|
| Prepare volunteer training program | Professional services staff, with assist from management, and with guidance from other staff | Once, at beginning of program, with updates occurring as needed |
| Design volunteer job descriptions | Professional services staff, with assist from management, and with guidance from other staff | Once, at beginning of program, with updates occurring as needed |
| Visit other volunteer programs and do literature survey | Professional staff | At beginning of program and periodically thereafter |
| Recruit volunteers | Professional services staff, with assistance from management, and administrative support staff | Ongoing activity |
| Train volunteers | Professional services staff, with assistance from management, and administrative support staff | Ongoing activity |
| Supervise volunteers | Professional staff, with assistance from management, and all other staff as needed | Daily activity |
| Recognize volunteers | Management, with assistance from professional services staff | Periodically, at least three or four times a year |

RELATING TO PROGRAM PLANNING

Having completed the staff requirement analysis for all your objectives, it may be helpful to examine staffing requirements from another perspective. Again, using the Pleasant Valley Shelter Care Service, following is an example of a typical weekday in the facility, as envisioned by the program planners.

| | |
|---|---|
| 7:30 a.m.-8:30 a.m. | All residents rise, shower, and eat |
| 8:30 a.m.-12 Noon | In-house educational services<br>School attenders off to school<br>Social workers attend scheduled court hearings<br>Social workers attend scheduled detention center hearings<br>Intakes to the shelter care facility<br>Housecleaning in the facility<br>Lunch preparation<br>Casework activities underway<br>Individual counseling<br>Crisis counseling<br>Possible field trips for in-house educational program |
| 12 Noon-1:00 p.m. | Lunch served |
| 1:00 p.m.-3:00 p.m. | In-house educational services<br>Intakes to the facility<br>Casework activities<br>Individual counseling<br>Crisis counseling<br>Visits by other agency personnel, relatives, court workers, police, etc.<br>Staff training<br>Staff meetings<br>Lunch cleanup |
| 3:00 p.m.-5:30 p.m. | In-house group meetings<br>School attenders home from school<br>Counseling, crisis counseling<br>Visits to facility from outsiders<br>Free time for some residents<br>Evening meal preparation<br>Intakes into the facility |
| 5:30 p.m.-6:30 p.m. | Dinner served |
| 6:30p.m.-10:30 p.m. | Group activities for residents<br>Family counseling<br>Individual counseling |

| | |
|---|---|
| | Intakes into the facility<br>House cleanups<br>Visits from outsiders<br>Crisis counseling sessions<br>Television watching<br>Evening outings<br>Kitchen cleanups |
| 10:30 p.m.--11:00 p.m. | Prepare residents for bed<br>Crisis counseling<br>Intakes |
| 11:00 p.m.-8:00 a.m. | Residents in bed<br>Crisis counseling<br>Intakes |

When the daily activities analysis and the staffing requirement analysis are considered, you can develop an accurate perception of the types of staff required, the numbers of staff, staff times on duty, and the activities to be accomplished in the facility.

## RELATING TO BUDGET

At this point, and not before, you should examine your staffing requirements versus your anticipated budget. If, for example, you must provide shelter care services to an average daily population of 15 youths, with a projected annual budget of $100,000, it would probably be important to spend a lot of planning time on volunteer recruitment and training programs, since a $100,000 budget would severely limit the number of staff. While such an example might appear ludicrous in terms of managing a large shelter care facility effectively, it demonstrates the need for thorough analysis of program staffing requirements. If financial constraints are such that a full complement of staff members cannot be hired, then the governing body at the very least has isolated strategic needs for the organization, and can prioritize their activities accordingly.

## PERSONNEL POLICIES

Planning a successful shelter care service can become such a complex task that basic organizational needs, such as personnel policies, are overlooked. Placed in their proper perspective, personnel policies need not be administrative burdens, but helpful tools in organizing staff to conduct a successful program.

There are two things an administrator can do to make this task less time-consuming: (1) ask organizations similar to yours for copies of their policies to be used as models; (2) consider bringing in an outside consultant,

such as a volunteer personnel administrator from a local company, or a retired former personnel administrator.

Many organizations make the mistake of confusing personnel policies with personnel procedures. Policies are guidelines for judgement; procedures are instructions on how to do routine tasks. The personnel policies should not include specific personnel procedures. They should be brief as possible while covering these few basic areas.

Employment

Statement of Nondiscrimination Your hiring policy must state that applicants will be considered for employment regardless of sex, race, age, religion, or veteran status. If your agency chooses to adopt an affirmative action policy, you must understand that such a policy calls for an aggressive stance in seeking out minorities, women, veterans, and the handicapped. A nondiscrimination policy, on the other hand, does not dictate aggressive measures. You should not say you are an affirmative action employer unless you really plan to act as one.

Approval of Hiring Frequently, a personnel policy statement will include phrases such as, "hiring decisions are made by first level supervisors in consulation with the Director." By including such a phrase, a Director can gradually allow first line supervisors to assume greater authority over hiring decisions.

Salary Approval Authority Typically in smaller organizations, the Director maintains the responsibility for final approval of all salary adjustments and beginning salaries. Again, this is the type of authority which may be granted to first line supervisors as they gain more experience.

Promotion from Within While your shelter care service may not be large enough to fill positions from within, it is always helpful to post job openings within the facility, at least a week or ten days before publicly announcing them. If such a policy is adopted, it should require that internal applicants be informed of the outcome of their applications before offers are made to external candidates.

Probationary Period A probationary period of three to six months is sufficient to verify that a new employee has the necessary skills, attitudes, and motivation for the job. It is helpful to institutionalize this period by including it in personnel policy. At the end of the probationary period, the new employee should receive a written evaluation indicating his/her status: permanent, continuation of the probation period, or termination.

## Employee Status and Benefits Eligibility

Exempt and Nonexempt Directors, supervisors, and other professionals whose work requires an exercise of discretion and independent judgement at least 80 percent of the time are exempt from the provisions of the Fair Labor Standards Act and are not eligible for overtime pay. Nonexempt employees are not only eligible for overtime pay, but are required to receive it if they are asked to work more than 40 hours per week.

If there are part-time people to be hired, their rights and benefits must be clearly spelled out in the policy. Sometimes a program may attempt to avoid paying fringe benefits and payroll taxes by hiring employees on a contractual basis. However, if contractual employees do work similar to that of employees on a regular basis, working under similar conditions, the law views them as employees who are eligible for regular benefits. To avoid this situation, you should include in the employment contract a sentence to the effect that, "you are working for this purpose for this period of time, and are not eligible for employee benefits."

## Compensation

Working Hours, Overtime, and Paydays Working hours, overtime, and paydays should be identified in your personnel policy. The working hours must be spelled out in detail, so that employees eligible to receive overtime under the Fair Labor Standards Act can compute their actual hours of work. It is helpful to include a statement that overtime work must have prior supervisory approval, so that employees do not simply extend their hours to earn additional money.

Salary Progressions The two basic methods of salary progressions are merit review and automatic salary adjustments. Your policy should specify which method is used in your agency.

Promotional Salary Adjustments Typically, pay increases for promotions are larger than normal pay increases. There should be a listing of pay ranges for shelter care staff.

## Benefits

Description of Benefits The policy should explain insurance benefits, such as medical insurance, life insurance, disability insurance, and other types of coverage provided to employees.

Vacation Time The accrual of vacation time is often a sore spot in organizations which do not have clearly defined leave policies. Vacation time accrual should be spelled out clearly in personnel policy.

Holidays Defined List exactly which legal holidays your program will honor, and the provisions made for employees who provide coverage during legal holidays.

Sick Leave Sick leave should be clearly defined in personnel policy. Under this section it is customary to indicate whether time-off with pay will be awarded to employees who must leave for personal or family reasons.

### Employee Development

Educational Assistance Generally, organizations offer tuition reimbursement to employees who have completed a minimum number of years of service. Dollar limits within specified time periods, eligibility requirements, and an indication of whether or not classes may be taken during working hours should be clearly established. While policies often require employees who take advantage of tuition reimbursement to commit themselves to working a year or two for the agency after courses are completed, this is typically unenforceable, and could just as well be omitted.

Performance Appraisal If your agency has a merit salary system, a performance appraisal program is essential. Your policy should indicate who conducts the performance appraisal, how often, what areas are covered in the appraisal, and what employees may do if they disagree with the appraisal.

Grievances Your policy should clearly indicate how an employee grievance is to be handled, with emphasis on solving personnel problems at the lowest possible organizational level.

### Termination of Employment

Type of Termination There are six basic reasons employees are terminated. These include resignation, mutual agreement, firing, retirement, misconduct on the job, or layoffs. All of these should be clearly defined in personnel policy.

## JOB DESCRIPTIONS

Following the reconciliation of program staffing requirements and financial resources, the program may develop a set of specific job descriptions for the shelter care service. Representative job descriptions for the staff of a large shelter care facility with a resident population averaging 14 to 16 per day are offered in Appendix V-1.

Job descriptions are written statements dealing with the duties, responsibilities, and organizational relationships of positions within the organization.

The purpose of job descriptions is to promote uniformity of understanding, eliminate unclear relationships, and point out areas of indefinite or unassigned responsibilities.

In the context of the staff planning model described earlier, the initial set of job descriptions may be written by the shelter care service planning group. Once the shelter care service begins to take form, however, the staff should be asked to record exactly what they do. This exercise may be helpful in determining if staff are performing their duties as required. If deficiencies exist, duties and responsibilities can then be defined in terms of organizational performance and objectives. When staff describe their positions, they indicate how they perceive their jobs. This may or may not be consistent with the Director's perception of the job. Writing job descriptions creates understanding between staff members and their supervisors.

Examples of job descriptions in Appendix V-1 indicate the specific duties assigned to each staff person, and the academic and vocational experience required for the position. However, to ensure clear perceptions of specific roles, an alternate format for job descriptions may be helpful. Such a format may include the following elements:

Title of position

Basic function of position

Line of authority

Responsibilities

Standard of performance

Horizontal and outside relationships

Planning

Process for changing job description format

Using the house coordinator job description (see Appendix V-1) the proposed outline might appear as follows.

Suggested Format for Job Description

Title of Position: House Coordinator

Basic Function of Position: (The general nature of the duties and the purpose of the position being described, set forth as a one-paragraph, general statement.) The basic function of this position is to manage and supervise the care and use of facilities, equipment, and grounds of the shelter care program.

Line of Authority: (The place of the position within the organizational structure of the shelter care service, in terms of accountability, and supervisory responsibilities.) The House Coordinator will report and be accountable to the Director of the shelter care service. The following positions report and are accountable to the House Coordinator:

Two evening counselors

Two night counselors

All "coverage" volunteers

Responsibilities: (The specific components and duties of the position for which the House Coordinator is held accountable.)

Maintain the shelter care facility day-to-day, and obtain whatever supplies and materials are needed;

Perform repairs or remodeling within the competence of house coverage staff, within approved budget limits;

Engage professional outside aid, within approved budgets, for work that cannot be handled by staff;

Engage appropriate residents and volunteers in assisting house coordinator to prepare meals;

Assign breakfast and evening snack preparation to appropriate house coverage staff, and monitor their performance and adherence to approved menus;

Prepare nutritious menus for residents on a monthly rotating basis in accordance with USDA minimum daily standards;

Evaluate persons reporting directly to the house coordinator, with authority to discipline them officially if necessary;

Organize and direct the use of agency vehicle within accepted program transportation policies;

Perform routine mechanical maintenance for agency vehicle, and contract for professional services for repair and maintenance when necessary;

Maintain control of inventories for all consumable supplies, equipment, and house fixtures;

Provide supervision to residents during shift;

Plan and supervise residents in their daily chores.

Standard of Performance: (The criteria upon which the House Coordinator's performance is to be evaluated.) The House Coordinator's performance will be rated satisfactory when:

Any day-to-day maintenance is taken care of within two days of notification;

Major repairs and remodeling adhere to professional standards and fit into the general style of the existing facility;

Interior and exterior of the building and grounds present a neat and clean appearance to guests, staff and residents;

Nutritious meals are served in a congenial atmosphere;

A relatively stable and competent cadre of house coverage staff are working at the required time;

The agency vehicle is in clean and safe working order;

There are on hand adequate supplies for the routine operation of the facility.

Horizontal and Outside Relationships: (Persons with whom the House Coordinator maintains contact, either to perform duties, or in the best interests of the overall organization.) The House Coordinator should communicate with the following to be effective in discharging assigned responsibilities:

Director

Senior Counselor

Volunteer Coordinator

Educational Specialists

Local professional trades people

Local food and supply vendors

State and local health, fire, and building regulatory agencies

Planning: (The manner in which the House Coordinator's new and creative ideas are to be provided for future development.) Recommendations or proposals for a more effective physical plant are presented to the Director. Recommendations or proposals for more effective utilization of volunteers are given to the volunteer coordinator.

Process for Changing the Job Description: (Procedures to be used in updating or changing the job description, taking into account new goals, objectives, policies, or performance criteria.) During the annual evaluation of the House

Coordinator, to be conducted by the Director, recommendations may be made to modify the job description.

## HIRING PERSONNEL

Hiring processes should provide three things: (1) an opportunity for management and staff to observe and evaluate the prospective employee; (2) an opportunity for the prospective employee to become familiar with job responsibilities; and (3) a full explanation of the shelter care program's purpose, operations, policies and procedures.

### Identifying Job Requirements

Specific job requirements should be written and include the functions of the job, the skills and competencies required, the attitudes and values which the prospective employee must display, personality traits which may be helpful, and educational and experiential credentials.

### Recruiting and Screening

In order to attract the best-qualified candidates, it is essential to avoid discrimination. The personnel policy of your shelter care facility should include a section on the steps taken in recruiting new applicants, to insure that affirmative action and nondiscrimination goals are met. Registration with public employment services, advertising in local newspapers, posting in child welfare agencies and juvenile courts, and word-of-mouth are the most common means of recruitment. If several agency staff members assist in the screening process, they should be familiar with the interviewing and screening process, and have similar ideas concerning the type of individual needed.

### Interviewing

Interviewing should always be done by qualified personnel with a thorough understanding of the job requirements. In any job interview, three things must take place: (1) the interviewer should explain the job, the purposes of the organization, policies and procedures of the program, and answer any questions from the applicant; (2) the interviewer should collect from the applicant the information required for a judgement on his/her fitness for the job; and (3) the interviewer should explain completely the hiring procedures and timing for the hiring decision.

An interviewer's impressions should be recorded soon after the interview to prevent forgetfulness. When candidates have been interviewed, the entire

staff of the shelter care facility may meet to narrow the field to two or three candidates, who will be further considered. This meeting should include a review and discussion of credentials, qualities and abilities as evidenced in resumes, reference checks, and interviews.

### Performance Testing

Once candidates have been selected, they should be asked to perform a voluntary shift or serve as part of a shift in the shelter care service. This tests the candidate's skills and attitudes, and allows the candidate to experience the job so as to make a final decision on his/her availability. It also allows the rest of the staff to observe the candidate. If the residents have input in the decision, they should also observe. All those who participate in the final selection process should share a common understanding of what to look for in a candidate during the voluntary shift.

### Selection

Selection may occur in a variety of ways although it should include the entire staff whenever possible. If the final decision rests with the Director or Board of Trustees, certainly the input of all staff members would be valuable. The person selected should be notified immediately and a pre-orientation scheduled established. Other applicants should be notified of your decision to fill the position.

## STAFF ORIENTATION AND TRAINING

It is clear that the most significant ingredient in the successful operation of your shelter care service is the caliber and motivation of the staff. Therefore, the orientation of new staff members and the continuing staff development opportunities afforded older staff members are essential to planning an effective shelter care service.

Pre-service training is critical for all staff, and is the process of teaching new staff members task-related skills necessary for effective job performance. The function of pre-service training is to ensure that staff members are oriented to their job, and have the information necessary to become integrated into the overall agency.

Formal and structured pre-service training is important because it enables new staff to become effective more quickly, and because shelter care service workers come from a variety of educational, occupational, and socioeconomic backgrounds. An effective pre-service orientation is beneficial because it shapes the attitude of the new employee toward the organization over the long term.

Pre-service orientation should consist of, but not be limited to, the following:

The philosophy, goals, and objectives of the shelter care service

The role of staff in the program

The relationship of staff to each other

The basic policies and procedures of the shelter care service operations

The interrelating components of the juvenile justice system and child welfare system

The community resources available

The employee's specific task assignments

The characteristics of the population served and their special problem

Ongoing staff development should continue for all staff members. While the nature of the training will vary with program design and needs, there are several key elements in ongoing staff development programs which must be included. These are:

Contemporary social intervention techniques

Crisis management

Supervisory techniques

House management skills

Leadership training

Interpersonal communications skills

First aid

Systems management techniques

Goal setting

Priority setting

Substance abuse education

Fiscal and program management

In-service training should be offered routinely to maintain effective employee performance. This kind of training provides for continuous review of information, and facilitates the learning of new tasks, organizational procedures and policies. Finally, ongoing staff development and in-service training increase the flexibility of personnel so they can adapt readily to changing job requirements.

## STAFF BURNOUT AND ITS PREVENTION

Staff burnout is a recognized occupational hazard, particularly in programs providing residential care to young people. Understanding burnout, and how to prevent and treat it is significant, if your shelter care program is to maintain a healthy and productive staff.

The dictionary defines "burnout" as:

> to fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources.

That is precisely what happens to a staff person who suffers from burnout. In an outstanding article about staff burnout in Psychology: Theory, Research and Practice, Dr. Herbert J. Freudenberger, psychoanalyst and consultant to a variety of youth serving organizations, discusses the dynamics, types, symptoms, and methods of prevention and alleviation of burnout.

All of us are familiar with the stories of highly-paid executives who can no longer deal with the pressure and fast-paced lives their jobs require. What differs for staffers of organizations such as shelter care services is that they are typically fighting a battle on three fronts--contending with the ills of society; with the needs of youths in the shelter care program; and with their own individual needs and motivations.

Burnout varies in symptom and degree among different people. In a leader, it may take the form of self-doubting behavior, or loss of charisma. In more serious cases, it may take on physical manifestations, such as constant fatigue, frequent headaches, gastroinestinal problems, or acute depression.

Many people are attracted to employment in agencies such as shelter care services because they are truly dedicated and committed. Precisely because of these qualities, they are likely to suffer from burnout, since they face constant frustration and a lack of positive personal feedback. With long working days and typically low salaries, it becomes difficult to maintain the motivation to succeed as a human change agent.

Tremendous emotional demands are often placed on workers in shelter care programs by their clients. If these pressures are compounded by others, for instance, by administrators who force an overcommitted worker to keep up statistics, or keep up case file systems, the conditions for burnout are highly favorable. Recognizing their inadequacy, these workers may develop

guilt feelings which push them to work harder, because they believe the only way to reduce demands is to put in more hours and effort. Torn between their own needs, the demands of clients, and the demands of equally committed administrators, overly-committed workers may become cynical and ineffective.

Another prime candidate for burnout is the worker who uses the shelter care program as a substitute for social life. It is easy to become excessively involved in a shelter care program. The atmosphere and the satisfactions can be so seductive that the worker may spend even free time there, with most gratifications coming from the program. These workers can become so enmeshed in shelter care life that they have little time for themselves, soon losing themselves in petty quarrels and problems which lie beneath the surface of any project. This over-involvement should signal to the sensitive administrator a staff worker's lack of outside activities and relationships. Merging oneself with the shelter care program can lead to a serious case of burnout if not handled quickly and sensitively.

Another form of burnout, different from the usual staff burnout, occurs in the administrator who is genuinely overworked. When an administrator first starts to work in a program, long and arduous hours to establish a program, and to learn the subtle traits of the organization are required. However, administrators who continue to spend long hours at work may begin to feel that they are indispensable, and that they must put in additional hours. This is demonstrated by the Director who feels that s/he is the only one who can write a proposal, speak on behalf of the staff with the Board, meet with reporters or other media representatives, meet with important officials from the community, handle the staff training, approach foundations and other organizations for money, and conduct all staff meetings. Having so many roles can be draining and disorienting, and may jeopardize the administrator's own mental health.

There are a number of measures that a program may take to prevent burnouts according to Dr. Freudenberger:

> When evaluating new staff members, it is important to filter out those who may become frustrated easily and leave within a short period of time. Rapid staff turnover serves as a sure depressant on the rest of the staff, so the more you can guard yourself against rapid turnover the better.
>
> It is important to evaluate the difference between the realistically committed and unrealistically dedicated individual. Why does the person want to work in your facility? Is s/he there to assist or to meet serious personal needs?
>
> Avoid sending the same staff member into a given job situation repeatedly. Rotate functions as much as possible.
>
> Limit the number of hours a person is allowed to work in the shelter care program. Don't let people exceed their normal working schedule except in cases of emergency. If there are too many emergencies,

find out what is really taking place. Is a staff member promoting emergencies to stay longer? If someone comes in more often than required, or puts in more hours than his share, find out why. Is it because s/he has nothing else to do? Insist that people take their time and evenings off.

Do not avoid the subject of staff burnout. If people are beginning to feel burnout, allow them to share their experiences with others. See to it that they have ample opportunity to discuss their feelings with their immediate supervisor and other supportive staff.

It is helpful to give people time off to attend workshops away. This can be a valuable learning experience. It also can serve as a stimulating and regenerating experience for staff members to meet people from other agencies, with the same kinds of problems, and share their feelings and support.

If your present staff seems to be too small to deal with its caseload, you may consider trying to get more volunteers.

Finally, another good technique is to encourage staff members to exercise physically. Physical activity helps defuse the anxiety and psychic trauma that high pressure programs such as shelter care facilities engender.

Solutions to burnout are not simple, on an agency or an individual level. The nature of shelter care work almost guarantees that burnout will take place. It is crucial therefore to develop mechanisms for coping with job stress, for staff members, and for the young people who put their trust and hope in those who work in the shelter care facility.

# CHAPTER 6

# FINANCES

## SETTING FISCAL POLICIES

Whether your shelter care service is privately or publicly operated, fiscal policies must be set and implemented if the shelter care service is to run professionally and efficiently. Responsibility for establishing fiscal policy rests with the agency's Board of Directors in private agencies, and with the local controlling board in public agencies. The program director should inform staff members of policies and oversee their implementation.

While fiscal policies vary from program to program, there are basic policies which generally run through professionally-managed organizations. The following set of fiscal policies may prove helpful in establishing fiscal policies for your shelter care service.

### Fidelity Bonding

All officers and employees of the agency who are empowered to sign checks, handle funds, make deposits and withdrawals, or who maintain financial records of the agency, should be bonded by a Fidelity Bond, the amount of which is determined by the Executive Board, or by the requirements of a funding agency, whichever is greater.

### Financial Reporting

A designated agency representative should prepare financial reports, to be distributed to the members of the Board of Directors, following approval by the Director. The monthly financial report should include a detailed balance sheet, and a statement of income and expenses for the current month, as well as year-to-date. The designated person should make all postings to the general ledger and maintain the general ledger in proper form and balance at all times.

Cash Disbursements

One person should be available for disbursing and recording all cash expenditures related to agency business. A cash disbursements register should be maintained to record monthly cash expenditures. All disbursements from the agency account should be made by pre-numbered checks or check vouchers, and signed by the Director and one other member of the agency Board of Directors so authorized. All disbursements should be supported by proper documentation (i.e., purchase orders, requisitions, invoices, etc.), signed and approved by the Director. All supporting documents should record that the bill has been paid, the date of payment account, amount of payment, and the check number.

All documents supporting disbursements should be followed relating to cash disbursements:

Invoices from vendors should be accumulated, and all invoices relating to merchandise received attached to the supporting receiving report.

Invoices, together with their supporting receiving report, should be presented for approval of payment and account distribution to the Director.

Invoices should be collected in an alphabetical file and periodically (at least monthly), a check voucher prepared for the invoices for payment.

Check vouchers with supporting invoices and documents should be retained in an alphabetical file until payment.

At the time of payment, the bookkeeper should select the check voucher with supporting documents from the alphabetical file, assign a check number, and complete the check.

Checks, with their supporting documents, should then be presented to the Director for signature.

The Director should examine all supporting invoices and documents for prior approval and cancel all invoices and documents as the related check is signed.

All checks and supporting documents should be presented to an authorized officer of the agency for countersignature of the check.

Paid and cancelled invoices and documents should be returned to the bookkeeper for alphabetical filing.

## Cash Receipts

All receipts should be received, listed, and deposited by one individual. Pre-numbered duplicate receiving tickets should be issued for all monies received other than by mail. A copy of the receipt ticket should accompany the daily receipt form and the numerical sequence of the cash receipt slips should be accounted for by the bookkeeper.

The bookkeeper should be responsible for adequately detailing each receipt, and for posting to the cash receipts register. The following procedures are suggested relating to cash receipts:

All receipts should be listed on a daily receipts form (in duplicate), whether received by mail or in person, by the person or persons responsible for opening daily mail and receiving donations or contributions.

All funds so received should be listed in detail on a bank deposit slip and deposited in the bank.

Upon delivery of funds, the bookkeeper should acknowledge receipt on the daily receipts form. One copy of the daily receipts form should be retained by the person who prepared it, and one copy should be given directly to the Director.

After mailing the bank deposit, the bookkeeper should deliver a copy of the receipted bank deposit slip to the Director.

The Director should then compare the duplicate deposit slip with the daily receipt forms.

The Director should then give the duplicate deposit slip with the daily receipts forms, to the bookkeeper who records the receipts in the cash receipts journal.

## Payroll

The payroll should be prepared on a biweekly basis, and individual payroll records maintained for each staff member and the payroll journal.

All required government wage reports should be prepared and timely payment made of all payroll taxes.

The following procedures should be followed relating to payroll:

All time reports, both group and individual, should be approved by the staff member's immediate supervisor as well as by the Director.

Approved time reports should then be submitted to the bookkeeper who prepares the payroll based on these time reports.

Once prepared, all payroll checks should be given to the Director for signature and should be countersigned by an officer of the agency authorized to sign all checks.

The Director then gives the signed payroll checks to personnel.

The agency should submit to each governmental funding agency copies of time reports on all staff members paid from funds provided by that governmental agency. In addition, the bookkeeper should retain a copy of time reports for all staff members and place them in agency files.

Purchasing and Receiving

No disbursements for materials or supplies in excess of $10.00 should be made without an approved purchase order. All purchases should be made with pre-numbered purchase orders approved by the Director after proper purchase requests have been prepared and approved.

The following procedures should be followed relating to purchasing and receiving:

A detailed purchase request, prepared in duplicate, should be submitted for approval to the bookkeeper.

The purchase request should then be submitted to the Director for final approval.

The Director should then secure all required bids and direct the preparation of a purchase order in triplicate.

The original copy of the purchase order, signed by the Director should be sent to the vendor. The second copy should be retained in numerical sequence by the bookkeeper along with supporting purchase request, and any alternate bids. The third copy should be sent to the staff member responsible for receiving the merchandise.

Upon receipt of the items purchased, the staff member receiving such purchases should make a thorough check of items received against the purchase order, to insure that all requested items have been received and billed for accordingly. The staff member receiving should also date and sign the receiving copy of the purchase order and return it to the bookkeeper.

The bookkeeper should retain the receiving reports in alphabetical sequence to be matched with the vendor's invoices.

## Petty Cash

A petty cash fund should be maintained on an imprest fund basis. An amount (to be determined) should be allocated for a petty cash fund. A staff member should be responsible for disbursing and reconciling, on a weekly basis, the petty cash fund and requesting reimbursement of funds from the Director. Another person, in turn, should reconcile all petty cash funds, and upon approval of petty cash vouchers by the Director, disburse appropriate amounts.

The following procedures should be followed relating to petty cash:

Disbursements must be for items $10.00 or under, unless otherwise authorized by the Director (this should only be in cases of extreme emergency, when a check is not available for distribution). In no event should this amount exceed $25.00.

Disbursements should be approved by the Director, or another clearly designated person. The counselor on duty may approve disbursements from a loan fund which will be maintained in a separate cash fund box. The maximum amount of money to be maintained in the loan fund should not exceed $25.00.

Disbursements for items such as emergency, medical supplies, or food supplies, must be supported by a register receipt or its equivalent. The register receipt should be checked for accuracy by the staff member making the transaction, and attached to the petty cash voucher.

All petty cash vouchers should be signed by the individual receiving cash funds as well as by the staff member approving the disbursement.

All petty cash vouchers should be marked with an account number and recorded in the cash disbursements register.

All petty cash funds should be locked at all times and be located in a place accessible only to those staff members authorized to handle petty cash funds.

## Travel Policy

The Director should be responsible for approving reimbursement for all travel (local, intra- and interstate). The bookkeeper should be responsible for reimbursing staff members for travel expenses related to agency business, upon receipt of supportive documentation, in compliance with policies and procedures as follows:

Local Travel All staff members required to use their personal automobiles for agency business should be reimbursed at a rate predetermined in

the budget guidelines. Parking fees are also reimbursable. In order to be reimbursed for such expenses, the following procedures should be followed:

On a monthly basis, staff should submit to the Director a mileage form itemizing dates, points of departure and arrival, number of miles driven and parking fees, if any. The staff members should sign the mileage form.

For staff members other than the Director, the mileage form should also have the signature of the staff member's immediate supervisor.

All reimbursable mileage for local travel should be paid by check (unless otherwise authorized) upon approval of the Director.

A separate file should be maintained for mileage disbursed to staff members.

Intra- and Interstate Travel All out-of-town trips should have the prior approval of the Director. With this approval, staff members may use their own personal automobiles for agency business travel within a 300 mile radius of the metropolitan area, and be reimbursed at the same rate as in-town. Beyond the 300 mile radius, reimbursement for travel to areas served by air should not exceed coach class air fare. Reimbursement for travel to areas beyond the 300 mile radius not served by air travel should be paid the standard rate.

If staff members travel by air, they may rent cars only if they cannot reach their final destination by other forms of transportation, or if car rental is lower in cost than other available means of travel. In the latter case, staff members should note the cost of other alternatives to support their decision to rent a car.

To be reimbursed for out-of-town travel expenses, the staff member should follow these procedures:

A staff member requesting payment of travel expenses should submit to the Director a detailed expense voucher. Available receipts related to expenses listed on the voucher should be attached thereto. Hotel receipts must accompany the voucher.

If the staff member is traveling by air, the air fare should be paid directly to the airline company. However, the staff members must attach the ticket stub to the travel voucher, as supporting documentation of ticket purchase.

The travel voucher should have the signature of the staff member's immediate supervisor in addition to that of the Director.

All reimbursable travel expenses should be paid by check upon approval of the Director.

A separate file should be maintained for out-of-town travel vouchers for expenses disbursed to staff members.

Nonovernight Intra- and Interstate Travel Staff members should be provided food allowances for nonovernight intra- and interstate travel at a standard rate, for breakfast, lunch and dinner, depending on the time of departure.

Overnight Intra- and Interstate Travel In addition to transportation costs, a per diem rate for overnight, out-of-town travel should be allowed for food and lodging. However, and only with the prior approval of the Director, such costs may be charged on an actual basis in lieu of a per diem rate.

If air travel or other common carrier is used for travel, transportation to and from the airport/depot shall be by bus or multiple-passenger limousine in the city, and at the destination. If such transportation is unavailable or infeasible, taxi service may be utilized. In this instance, staff members must note the reasons supporting their decisions to use taxi service rather than bus or multiple-passenger limousine.

Registration fees for meetings and conventions are reimbursable (excluding meal ticket purchases, which are reimbursable under the cost of food). Fees for any special event directly related to the purpose of the meeting or convention are also reimbursable.

If a per diem rate is used for calculation of expenses for overnight trips, the rate should be calculated on a quarter-day basis, i.e.,

| | |
|---|---|
| First quarter | 12:00 a.m. to 6:00 a.m. |
| Second quarter | 6:00 a.m. to 12:00 p.m. |
| Third quarter | 12:00 p.m. to 6:00 p.m. |
| Fourth quarter | 6:00 p.m. to 12:00 a.m. |

Each quarter is reimbursable at the appropriate rate based on the per diem rate. Thus, if a staff member leaves for an overnight trip after 6:00 a.m. but prior to 12:00 p.m., s/he is reimbursed for three-quarters of the day. If the staff member arrives in the city from an overnight trip after 6:00 p.m., s/he is reimbursed for four quarters of that day.

Independent Audit

To protect the agency and to ensure accurate accounting of agency funds, as well as those of other funding sources, an annual audit should be conducted. It is strongly advised that this be done by an independent firm of certified public accountants. Special audits should be ordered whenever a situation develops that questions the integrity or fiscal accountability of the agency.

## THE BUDGETING PROCESS

Simply put, budgeting is a precise form of agency planning, and one of the most important elements in overall agency planning. Successful program planning requires that the management team be familiar with available financial resources, while successful financial planning requires a full range of information about the short-term and long-term goals of the organization. Program planning and financial planning are interdependent and occur simultaneously and continuously throughout the life of the shelter care service.

If the shelter care service is to obtain the maximum input and investment of staff members, they should play an important role in the budgeting process. Too often, budgeting is anathema to program people who view the budget with a sense of foreboding and mistrust. So program directors must explain to staff that: "it's just not in the budget," or "our budget simply won't allow us to do this." While the shelter care service director usually is responsible for preparing annual budget proposals for Board or governmental body review, your shelter care service should institutionalize a budgeting process involving every staff member whose activities are influenced or controlled by the agency budget.

One of the intrinsic demands that a budget places upon shelter care service staff members is the establishment of priorities. Almost invariably the costs of what you would like to do are far above available resources, and either activities must be eliminated or additional sources of revenue found. In budgeting for new activities, the question must be asked, "What are the long-range implications and responsibilities that must be assumed?" A new program has implications not only for current budget planning but for the future.

The process of cutting proposed expenditures and activities can be agonizing. Agency staff and morale can become highly emotional factors in determining which expenditures and activites must be cut. Exercising fiscal responsibility and financial restraint while maintaining the support and loyalty of the staff becomes one of the Director's most difficult tasks.

Developing the annual budget involves the systematic allocation of current and projected financial resources in terms of agency objectives. While no budget can project with absolute certainty the revenues and expenses over the 12-month period, information can be organized to insure the maximum degree of accuracy. The following process may prove helpful in developing the annual agency operating budget.

Develop and clearly define an agency chart of accounts. This chart of accounts should include an assigned account number, account name, and an explanation.

Project personnel requirements based on shelter care service goals and objectives (see Chapter 5 Personnel for discussion of staffing pattern development).

Assign costs to the activities and functions required of staff to accomplish annual objectives (Chapter 5 on Personnel explains how this process works).

Organize the projected expenses on the basis of the Chart of Accounts.

Project annual revenues and adjust expenses to meet income or consider per diem rate adjustments to meet expenses.

See the Chart of Accounts in Appendix VI-1 for the income statement for a shelter care program.

## CONTROLLING THE BUDGET

Establishing control over the budget begins with the budget planning process. If staff members are actually involved in budget planning and can express their views about departmental needs, they probably will adhere to the fiscal restraints imposed on them. In short, such a preventive measure can help the program director avoid major conflict with staff over budget.

### Prepare Monthly Budget Statements

Monthly statements compare the monthly revenues and expenses against the projected expenses. These comparisons are made on a current month and year-to-date basis. A simple statement look like Figure VI-1. With this type of analysis, it would be a good idea to explain any discrepancy over ten percent with a narrative statement. This provides an efficient analysis of major budget exceptions.

Another simple monthly budget statement should be prepared which reviews the agency surplus or loss picture. Such a statement might look like Figure VI-2.

Finally, for programs which have been in existence for over a year, it may be helpful to compare a month's fiscal picture with the same month's fiscal picture the previous year. Similarly, a year-to-date comparison versus last year's year-to-date position can be made. While this kind of comparison may be helpful, it can also be misleading as the program may change, and related budget modifications made from year-to-year. However, there are certain line items that remain relatively constant in a basic shelter care program, and year-to-year comparisons may prove helpful.

FIGURE VI-1

MONTHLY BUDGET ANALYSIS

PLEASANT VALLEY SHELTER CARE SERVICE
MONTHLY BUDGET ANALYSIS
APRIL 30, 1982

INCOME:

| BUDGET CATEGORY | ACTUAL THIS MONTH | PROJECTED THIS MONTH | OVER (UNDER) | ACTUAL YEAR-TO-DATE | PROJECTED YEAR-TO-DATE | OVER (UNDER) |
|---|---|---|---|---|---|---|
| Contributions | -0- | 250 | (250) | 1,250 | 1,000 | 250 |
| Community Chest | 2,292 | 2,292 | -0- | 9,168 | 9,168 | -0- |
| Per diem Children's Services | 3,100 | 4,258 | (1,158) | 13,428 | 17,032 | (3,604) |
| Per diem Juvenile Court | 3,893 | 5,323 | (1,430) | 19,031 | 21,292 | (2,261) |
| Per diem Other | 2,315 | 1,065 | 1,250 | 9,250 | 4,260 | 4,990 |
| Miscellaneous Income | -0- | 5 | (5) | -0- | 20 | (20) |
| Total Income | 11,600 | 13,192 | (1,592) | 52,127 | 52,768 | (641) |

FIGURE VI-1 (continued)

EXPENSES:

| BUDGET CATEGORY | ACTUAL THIS MONTH | PROJECTED THIS MONTH | OVER (UNDER) | ACTUAL YEAR-TO-DATE | PROJECTED YEAR-TO-DATE | OVER (UNDER) |
|---|---|---|---|---|---|---|
| Salaries | 7,354 | 7,792 | (438) | 30,109 | 31,168 | (1,059) |
| Tax and Fringe Benefits | 1,293 | 1,384 | (91) | 5,432 | 5,536 | (104) |
| Professional Fees | 492 | 388 | (104) | 1,791 | 1,552 | 239 |
| Supplies | 758 | 1,067 | (309) | 4,921 | 4,268 | 653 |
| Telephone | 227 | 200 | 27 | 958 | 800 | 158 |
| Postage | 10 | 15 | (5) | 50 | 60 | (10) |
| Occupancy | 1,354 | 1,169 | 185 | 4,931 | 4,676 | 255 |
| Equipment | -0- | 308 | (308) | 750 | 1,232 | (482) |
| Printing | 15 | 33 | (18) | 147 | 132 | 15 |
| Travel | 762 | 587 | 175 | 1,928 | 2,348 | (420) |
| Meetings | -0- | 21 | (21) | 124 | 84 | 40 |
| Individual Assistance | 59 | 221 | (162) | 980 | 884 | 96 |
| Miscellaneous | -0- | 8 | (8) | -0- | 32 | (32) |
| TOTAL | 12,324 | 13,192 | (868) | 52,121 | 52,768 | (647) |

FIGURE VI-2

MONTHLY INCOME/EXPENSE ANALYSIS

PLEASANT VALLEY SHELTER CARE SERVICE
MONTHLY INCOME/EXPENSE ANALYSIS
APRIL 30, 1982

| April Income | Projected Income | Over (Under) | April Expense | Projected Expense | Over (Under) | April Surplus/Loss |
|---|---|---|---|---|---|---|
| 11,600 | 13,192 | (1,592) | 12,324 | 13,192 | (868) | (724) |

| Year-to-Date Income | Projected Income | Over (Under) | Year-to-Date Expense | Projected Expense | Year-to-Date Surplus/Loss |
|---|---|---|---|---|---|
| 52,127 | 52,768 | (641) | 52,121 | 52,768 | 6 |

Preparing Monthly Units Costs Analysis

In any type of residential program, the actual per diem cost is the most accurate indicator of program efficiency. The per diem cost is easily computed by the number of "bed days" of service provided during that period. Bed days are the product of the number of days in the period multiplied by the average daily population. For example, during the month of April, 1982 the Pleasant Valley Shelter Care provided service to 23 youths and maintained an average daily population of 8.86 youths (8.86 youths x 30 days = 266 bed days). The total expenses during April were $12,324. The per diem cost for April was $46.33 ($12,324 ÷ 266). On a year-to-date basis, the program provided 1,191 bed days of service at a cost of $52,127 for an average per diem cost of $43.77. The per diem cost analysis can be further refined to isolate the unit costs of certain critical cost centers within your shelter care service. Again, using our example of the Pleasant Valley Shelter Care Service, we can examine closely these critical cost centers:

SOCIAL WORKERS SALARIES

| April Expense | Bed Days | Cost/Bed Day | Y-T-D Expense | Y-T-D Bed Days | Y-T-D Cost/ Bed Days |
|---|---|---|---|---|---|
| $2,000 | 266 | $7.52 | | 1,191 | $6.72 |

The projected annual per unit expense for the social workers is $6.57 ($24,000 salary total) ÷ (10 kids x 365 days). On a year-to-date basis, we are only two percent off the projected cost and seem to be in good shape in terms of efficient use of staff.

FOOD AND KITCHEN EXPENSE

| April Expense | Bed Days | Cost/Bed Day | Y-T-D Expense | Y-T-D Bed Days | Y-T-D Cost/ Bed Days |
|---|---|---|---|---|---|
| $625 | 266 | $2.34 | $3,201 | 1,191 | $2.69 |

The project annual per unit cost for food and kitchen supplies was $2.88 ($10,500 food budget) ÷ (10 kids x 365 days). On a year-to-date basis, we are spending seven percent less than budgeted and appear to be in good shape.

INDIVIDUAL ASSISTANCE

| April Expense | Bed Days | Cost/Bed Day | Y-T-D Expense | Y-T-D Bed Days | Y-T-D Cost/ Bed Days |
|---|---|---|---|---|---|
| $59 | 266 | $.22 | $980 | 1,191 | $.82 |

## Managing the Manageable Expenses

Controlling the budget requires a careful understanding of cost identification and cost behavior. There are some costs which behave quite differently than others, and are more or less manageable as a result of their behavior. For example, certain types of expenses, called variable expenses, move in the same direction and at the same rate as a particular activity base. Food expenses are variable expenses in that they tend to rise and fall in direct proportion to the number of residents. Fixed expenses, however, will not vary with a change in a particular activity base. Leasehold costs, property insurance, and certain administrative expenses will remain constant during the year, regardless of the changes in resident population.

Some costs may be semi-variable in that their behavior may be influenced beyond a critical point. Utility costs are semi-variable costs in setting the thermostats to 65 degrees to save a few dollars, but we cannot turn off the heat altogether without seriously harming the residents.

Finally, there are costs which can be influenced by a "yes" or "no" decision but which otherwise are rather fixed. An example of a semi-constant cost would be the cost of attending a five-day training conference. If we do not go, the cost is $0; if we go, must must pay the conference fee of $750.

The management task is to understand which costs can be influenced, how these costs can be influenced, and at what risk. Faced with a $2,000 budget deficit, the shelter care service can certainly reduce food expense, but at what risk to the resident population? The more effective approach is to try to change the characteristics of as many costs as possible so their behavior will respond directly to management decisions. The professional manager might look at a cost always considered as a fixed cost and try to figure out how to change it to a semi-variable or a variable cost. For example, the insurance cost of $1,000 per year may appear absolutely fixed; but with an increase in the deductible or a change of insurance companies, this cost may take on the appearance of a semi-constant cost over which management can exercise some influence.

## Preparing An Annual Budget

The Pleasant Valley Shelter Care Service planning group has developed the first annual budget for their program, projecting an annual population of 25 residents. Based on the best information available from local juvenile court and children's services staff members, the planning group has projected an average daily population of ten youths. Recognizing the financial limitations placed on local agencies, the planners have envisioned a major role for volunteers within this program. An example of their Annual Budget is presented in Appendix VI-2.

## Establishing Per Diem Rates

On the surface, it would seem that establishing a per diem rate is a fairly easy task; however, there are a number of things to consider in setting a per diem rate involving far more than dividing the projected budget by the projected number of fed days.

### Consider the Occupancy Rate

In our example, the Pleasant Valley Shelter Care Service projected an occupancy rate of approximately 80 percent. With a maximum capacity of 12 months, the planners were very careful to base their per diem costs on a level of population considerably under their maximum.

### Compare Your Rate with Others

Keeping in mind that placement agencies must justify their payments on the basis of a program's relative value, you should try to ascertain the per diem charges of all the local residential programs. You may find that the local detention center or child welfare shelter has substantially higher per diem costs than your most conservative estimate. It is important to remember, however, that public institutions and facilities are limited by civil service requirements, very stringent licensure and certification requirements, and are required to be open at all times regardless of the number of youths in the facility. Also be aware that organizations are loathe to reduce their staff simply because another organization can provide a more cost-efficient service.

In short, it is not a good idea to raise the issue of the relative value of your shelter care service versus the value of the public institutions operated by a local juvenile court or children's services board.

### Setting the Per Diem Rate

Never assume that you can pass on your total costs through your per diem rate. If yours is a private, not-for-profit organization, the general public expects you to seek tax-sheltered contributions for your program. Insofar as United Way agencies generally limit their appropriations to private, not-for-profit organizations, most public agencies expect private agencies to generate financial contributions from the United Way, local foundations, or other private contributors. Public agency administrators typically expect that private, not-for-profit organizations will assume a certain level of financial responsibility for the services the agency provides. Accordingly, it is generally expected that a private agency will share in the cost of service and will <u>not</u> pass on their total costs to placement agencies.

Looking back to our example of the Pleasant Valley Shelter Care Service, the actual per diem cost of care, assuming a level of ten residents per day, equals $43.37. The agency planners were quite correct in setting a per diem rate which was 20 percent lower than their actual per diem costs.

## Review Your Per Diem Rate Annually

A per diem rate should be a fixed rate for a minimum of one year. Requests to adjust the per diem rate on a more frequent basis suggest a lack of planning and control. However, it is important to review your per diem rate at least annually and consider rate changes when necessary. While your costs will continue to be the major determinant of your per diem rate, you should consider the per diem rates currently charged by other organizations before revising your own. It is also important to remember that your per diem rate can be reduced by raising unrestricted general contributions from the community. As a general rule, your per diem rate should never be increased beyond the increase in the local cost of living. If this means that you need to seek out additional unrestricted funds to maintain a lower increase, you should make every effort to do so before requesting a significantly higher per diem rate from referral sources.

## Start-Up Grants and Their Impact on Per Diem Rates

Thousands of residential programs around the country have started their operations with grants from state and federal agencies. Often, these grants are large enough to meet the entire cost of providing service. Under the old LEAA program, the federal government frequently provided 100 percent funding for the first several years with step-down funding for two or three additional years. The theory behind this type of funding was that the local community should increasingly assume financial responsibility for the service. Too often, however, the step-down funding was misunderstood by the local community as evidence that the grantor agency was losing confidence in the local program. Without a substantial financial investment in the program from the start, the local communities often were hesitant to "pick up where the federal government left off."

While this may seem unfair to the placement agencies providing your agency with per diem support, it is in their long-term interest. Your per diem charge will force the placement agency to examine your program's effectiveness, and consider carefully the value of your service. When your grant expires and you must fund your program through local per diem funds, the placement agencies will have had the opportunity to closely examine your agency, and will be able to provide you with an honest appraisal of your worth.

If a placement agency has problems with a contract agency to whom they are paying considerable sums of money, they are typically prompt to inform you.

If, however, your agency was providing services gratis, the placement agency may have been willing to ignore certain deficiencies. This will change once the placement agency actually pays for your services.

## Sliding Fee Scales

In increasing numbers, agencies are adopting and implementing sliding fee scales in order to supplement their "dwindling" budget resources. This is especially true of shelters accepting self and parent referrals, and not exclusively serving court-ordered placements. As cutbacks in public funding are effected, private fees are seen as a source of funds for delivery of services.

Although most families cannot pay the full cost of shelter care per diem, they are able to pay a portion of the cost, with the remainder supplemented by other private or public funds. By instituting a sliding fee scale, your shelter care facility could allow for parent referrals, and possibly divert youth from the formal juvenile justice system.

In developing a sliding fee scale, one must first ascertain the cost per unit of service (see Chapter 6, Establishing Per Diem Rate Rates). Consideration should be given to reviewing other agency rates for services and fee scales. By comparing data from other sources and analyzing actual costs for delivery of agency services, a fee scale can be developed which considers family size, gross family income, and extraordinary family circumstances.

Allow for flexibility in your schedule and consider the use of the fee scale a guideline only. The sample presented in Appendix VI-3 is designed for input to a computer system which bases billing to parents/guardians on a percentage of the unit cost. Thus, when a change is made in unit rate, the rate is changed and the percentage billed remains the same.

## Computer Services

Computer services are an invaluable resource, especially as an agency becomes more complex in organization, is funded by various sources, and accountability standards become more intense. Even small agencies with limited budgets are experiencing the value of contracted services for placing their ledger on a computer. A cost-effectiveness study may show that this function is better performed by contracting for computer service, considering decreased staff time involvement.

As more funders are reimbursing on a unit cost basis, some agencies are also placing unit information on the computer.

Simple, low-cost centers can be purchased which could be used in-house. An analysis should be made of the agency's computer needs, and whether this service should be under contract, or provided in-house.

Word processor capability is also advisable for some agencies to store, retrieve, modify, and print file material or other information. Manuals, policies, procedures, mailing lists, donor information forms and individualized letter writing are examples of material that lends itself to word processing.

## CHAPTER 7

## SHELTER CARE OPERATIONS

### REFERRAL PROCESS

By nature, your shelter care will differ drastically from other group care settings. Whereas longer term group home and treatment settings usually require a rather detailed referral process including descriptive material sent in advance, staffings, visits and commitments from the young person, a shelter care program may know nothing of youths before arrival. It is imperative therefore to communicate clearly and precisely to referral workers in the community the nature of the target population and the type of youth the program can serve.

The specific type of shelter and your defined target group will partially determine the referral process. If your shelter is designed for runaways and walk-in clients, your procedures will be quite different from a high-supervision shelter for delinquent youth requiring court orders.

In any type of shelter, however, the following questions require answers for an effective referral process:

> Who in the agency has authority to accept residents? Who has authority to decline intakes? Are on-duty line staff aware of the necessary criteria and authorized? Does the decision rest with an administrative and/or on-call person? Are the criteria for acceptance or nonacceptance established in policy in a clear, specific way so that confusion between referral workers and staff is minimized?
>
> What local, state and federal laws apply? When is a court order required? How long can youths be in residence without parental notification or without parental consent? Who has legal authorization for placement and the signing of releases?
>
> What is the existing continuum of services within the area? Are there less disruptive options available and untried? Does the youth need specialized services not available through the facility?
>
> What is the reason for referral? What are the expected services and results from the placement?
>
> What special needs should staff be aware of?

In what physical, emotional and motivational state is the client?

Who is responsible for the notification of parents, attorney, and other involved parties, if necessary?

What verbal and/or written materials are expected prior to or at the time of placement as established by agency policy and relevant law?

INTAKE

Intake (admission) into shelter is a critical time. This is when first impressions are made and the stage is set for the experiences to follow.

If the placement is a nonemergency situation and time allows, a pre-placement visit can be helpful. This allows for discussion of expectations and house procedures at a point when the client is less anxious and, therefore, more attentive.

The actual intake should include the following stages:

Processing Perceptions An opportunity should be afforded for the young person to discuss perceptions or preconceptions about the placement, as well as expectations. This discussion can minimize potential difficulties based on misunderstanding and misplaced resentments.

Admission Criteria Entry into the shelter must be decided upon using specific admissions criteria. A youth should not be considered for entry into the shelter unless s/he is eligible for shelter care.

Information Collection Personal data must be collected (see Appendix VII-1 sample admission sheet and VII-2 for simple intake form). The names of contact persons (family, referral workers, attorneys, etc.), their addresses and their telephone numbers must be recorded. Determination should be made of the specific responsibilities of people involved--what is expected of family members as far as contact, supplying clothing and personal items, attending sessions, and other areas. What is expected of referral people regarding visits and communication to the agency to determine progress toward goals and the end of placement? There should be a clear delineation at the time of intake as to the expectations of the referral worker. Negotiations may be necessary if these are inconsistent with agency policy.

Information Disbursement The young person should receive a handbook (see Appendix VII-2 for sample handbook) which covers the essentials, including the expectations of the client and what the client can expect of the agency (see Appendix VII-3 for sample resident contract); the client's rights and responsibilities; the details of

the behavior management systems; what to expect of house routine; and access to staff, family, referral workers, lawyer and friends. This should be reinforced verbally at the point of intake.

A tour of facilities and introductions to staff and residents.

A clothing and personal belonging inventory (see Appendix VII-5).

Settling into the Assigned Room At this point a required shower is a good idea, because of the client's state of cleanliness, and because this is a good time for a relatively nonintrusive check for contraband items (with clients' knowledge) of clothing.

## DISCIPLINE AND BEHAVIOR MANAGEMENT

In the communication of rules, there should be a clear distinction between prohibited behaviors (transgressions jeopardizing the safety or privacy of self or others), negotiable behaviors (including rules established by the agency to maintain order), and behaviors that are only allowed to clients on certain achieved status levels.

Prohibited behaviors would include aggressive behavior, possession of weapons, stealing, possession and/or use of drugs, including alcohol, illegal behavior, destruction of property, smoking in restricted areas, running away and sexual aggression.

It is highly recommended that both types of rule violations carry defined consequences in the behavior management system, and mechanisms for carrying them out. Specific circumstances may dictate whether an individual staff person or the full staff implement disciplinary actions.

Agency policy should expressly prohibit physical discipline of clients. Staff should be trained to apply specific rules to minimize overreaction and the threat of consequences that cannot be carried out.

The purpose of the behavioral management system is to maintain order so that program objectives can be met. A behavioral management system is not an instrument of treatment and should not be advertised as such.

The structure of the behavior management system should parallel the defined target population. If the agency is serving a younger, low-acting-out type of group, less structure is appropriate, while the more mature and sophisticated, with a potential for acting-out, requires greater structure. The level of structure should reflect the normal range of behavior anticipated, but flexible enough to accommodate the extremes of behavior.

There are four basic types of behavior management systems:

"Family" Style Management This is common in a houseparent type of staff, operating more as parent surrogates. Consequences for unacceptable behaviors are more individualized and rely on the strength of parental authority for compliance. Most appropriately used with younger, less acting-out youth, acceptable and unacceptable behaviors should still be clearly defined in family style management. There is an inherent danger of preferential treatment, inconsistency, and manipulation in controlling behavior in this type of system.

Level System Level systems generally divide the group into a number of performance levels with concurrent privilege levels. The clients move up and down the system in relation to their behaviors. While the system has greater consistency and predictability for the group, it is sometimes not sufficient to deal with extreme behaviors or multiple behaviors in quick succession (see level system in model handbook in Appendix VII-3).

Point Systems A point system attaches positive and negative numerical points to specifically-defined significant behaviors. Privileges cost defined amounts of points which residents can "buy" with points accumulated. A more tangible version of this is the token system, in which clients literally earn some type of in-house currency. This system greatly minimizes staff subjectivity and is understandable to most clients. The danger in this system is that the human element in staff-client interaction can be overwhelmed by the task of observing, recording, and figuring points.

Contracting Contracting for behaviors and privileges can occur program-wide with individualized contracts, or established in situations when other methods seem unadvisable or ineffectual. Often, there is a greater prospect of success with contracting as there is up-front participation by the client in the contract. The difficulty inherent in contracting is staff willingness and ability to negotiate terms acceptable both to the program and to the client.

All four of the above methods have proven effective in specific circumstances. As often as not, programs will use a combination of these systems.

Perhaps the most significant factor in establishing the system for your program is administration and staff response. The better staff members feel about a behavior management system, the greater the probability they will implement it. No system or combination of systems is perfect. Continual modifications are needed as clients present unanticipated problems. Unless major, unconquerable problems develop, however, it is more productive to refine a current system than to shift to a system with unanticipated problems.

The major purposes of a behavior management system, no matter how informal or sophisticated, are to keep control; to provide for the safety of clients; and to provide a mechanism by which to observe how individuals handle various skills and tasks.

Basic principles in constructing a behavior management system are:

Expectations, and positive and negative results of behaviors should be clearly outlined in language understandable to the client population.

It should be as comprehensive as possible, with a defined mechanism for resolving unanticipated problems (e.g., staff are the final arbitrators, a problem is referred to an in-house council, consultation is made with an on-call person, etc.).

There should be a mechanism available allowing clients to measure and modify their behavior within the behavioral management system. There also should be a built-in, defined grievance mechanism.

Perhaps most important, the system should be motivating, not stifling. There should be equal or more emphasis on positives, and rewards for achievement, as penalties for misbehaviors. Means for every client to achieve some kind of success should be inherent in the system. The range of consequences ought to be broad. Clients should not have so many days of restriction that they have no motivation to change a behavioral pattern. Work assignments, individual contracts, more intense restrictions, (e.g., having a staff person assigned one-on-one for a limited period of time), or modified restrictions for particularly positive behaviors are possible alternatives.

The success of a behavior management system is directly correlated with the degree of consistency and enthusiasm with which it is implemented. Staff must be aware of the problems created by negative or sarcastic, verbal or nonverbal communication, personalized overreaction, and inconsistency in handling behavior.

## DAILY ROUTINES AND HOUSE PROCEDURES

Though not as exciting as the development of other program areas, the establishment of a daily routine, and planning to fill the hours in a day, may be the most important factor in program success.

As in any household, meals must be prepared and eaten, chores done, and order maintained. Clients preoccupied with disrupted life circumstance need predictability in their day and positive structure to their time.

An abbreviated typical weekday schedule might be as follows:

| | |
|---|---|
| 7:30 a.m.-8:30 a.m. | Rise, shower, breakfast |
| 8:30 a.m.-12 Noon | School and related activities |

| | |
|---|---|
| 12 Noon-1:00 p.m. | Lunch |
| 1:00 p.m.-3:00 p.m. | School and related activities |
| 3:00 p.m.-5:30 p.m. | Free time, counseling and other activities |
| 5:30 p.m.-6:30 p.m. | Dinner |
| 6:30 p.m.-10:30 p.m. | Counseling and other activities |
| 10:30 p.m.-11:00 p.m. | Preparation for bed |
| 11:00 p.m.-7:30 a.m. | Residents in bed |

A program with only a part-time or no school program would need to strengthen study and recreation.

The weekend days, while more informal, should also be structured. The Saturday schedule following is one illustration:

| | |
|---|---|
| 8:00 a.m.-9:30 a.m. | Wake up, rooms cleaned, breakfast |
| 9:30 a.m.-11:00 a.m. | House cleaning, laundry |
| 11:00 a.m.-12 Noon | Free time |
| 12 Noon-1:00 p.m. | Lunch |
| 1:00 p.m.-4:00 p.m. | Recreation |
| 4:00 p.m.-6:00 p.m. | Free time |
| 6:00 p.m.-7:00 p.m. | Dinner |
| 7:00 p.m.-10:30 p.m. | Evening activities |
| 10:30 p.m.-12 Midnight | Bedtimes (dependent on agency policies, age levels and privilege levels) |
| | Weekend evening activites would tend to be more entertainment-oriented, such as movies, bowling, roller skating, and so forth. |

A Sunday should offer an accommodation for those who wish to attend church. Sunday evening activities should be relatively quiet to help residents settle into the new week.

## CHORES AND HOUSEHOLD MAINTENANCE

Chores fulfill several important functions including developing in clients a sense of responsibility for the residence and general upkeep of the facliity. They are also a constructive time filler.

To be successful, the division of labor should be clearly defined, not over-demanding, regularly scheduled, and rotated. Cooperation levels are much higher when staff work with residents rather than functioning as overseers.

Consequences for noncompliance with chores should be built in, such as nonparticipation in activities, or a minus in the behavioral management system. In this way, staff are not in the effectual position of "nagging bird dogs." Nonroutine, needed types of chores (such as washing windows and lawn care) can be used as a means to gaining positive behavior in the behavior management system.

Residents should not be expected to perform dangerous chores (e.g., fixing the roof, working on electrical wiring). Ongoing maintenance is frustrating due to natural wear and tear and episodic damage. Unless the shelter is part of a larger agency, budgetary considerations probably preclude a staff maintenance person, except on a part-time basis. So that upkeep needs can be addressed, therefore, it is critical that a staff person routinely examine equipment and the condition of the facility.

Problem areas can become overwhelming, particularly when visits from fire and health officials are scheduled. The staff person should be sufficiently aware of the complexity of tasks and staff capability to recommend an in-house effort or contract labor.

## MAIL AND TELEPHONE COMMUNICATIONS

In respect for client's rights, mail and phone calls should not be censored or monitored, except in protective custody situations. Residents should be informed, however, that incoming mail or packages suspected of containing contraband will be opened in the presence of a staff member.

Communication with family members, referral workers, or attorneys should not be subject to restriction for disciplinary reasons, but staff should be ready to negotiate with angry or hysterical clients demanding this type of late night call. If the issue does not require immediate resolution, try to defer the call to a more reasonable hour rather than engage in a power struggle. Restricting phone calls to certain hours for clients who misbehave is appropriate and desirable.

Unauthorized long-distance calls (for which bills will arrive long after the client has left) can be controlled by phone access rules, phone locks, or use of a pay phone for residents.

VISITATION PROCEDURES

As with mail and phone calls, in-house visitation with family should not be restricted for disciplinary reasons, except in the case of protective considerations. Clients also have the right to visit without restriction with referral workers or attorneys.

Visits with friends should occur within the context of established policy, with several considerations:

> What type of client is the shelter serving? A highly structured shelter for an acting-out population will probably require limited or no visiting privileges with outsiders. However, a lower supervision shelter may allow or even encourage arranged visits within defined time periods. Visits with peers can be invaluable for behavioral observation of youth in placement.
>
> Procedures must be in place to handle disruptiveness to the group or impact on the client's program or behavior.
>
> Both the client and visitor should be made aware of policies concerning disruptive behavior or hostile visitors.
>
> Procedures should be established for visits from ex-residents. While visits from ex-residents can be gratifying and supportive in the transition after placement, staff should be alert to visits as a function of over-dependence, or exploitation of staff and present residents.

Occasionally, there will be pressure from family members and/or referral workers to restrict contact between clients and certain individuals. Other than restrictions stated within a court order, which must be enforced, such requests require careful consideration and handling. While people may have valid reasons for requesting these restrictions, they should be weighed in terms of the program's integrity and purpose. As indicated above, there may be real value in observing a youth's interaction with peers in a controlled setting.

The structure and format of home visits should be detailed early in the placement. Home visits should be scheduled particularly if the goal is a return home after placement. Home visit arrangements should include a plan and goals to be achieved during the visit; behavioral contingencies; and work with the family and youth to differentiate between a home visit and living at home. Both youth and parental responsibilities should be covered in the plan.

## RESIDENT ALLOWANCES

Consideration should be given to budgeting a small amount of money for residents' allowances. While the amount need not be significant, money tends to provide motivation for accomplishing routine tasks. Whether to tie expectations to allowances may be debatable in a family, however, in shelter care allowances are recommended as a tangible, controllable reward.

## EMERGENCY PLANS

Staff and on-call personnel should periodically review emergency plans in the agency procedural manual. Copies of the fire exit routes should be posted visibly in all segments of the building. Fire drills should be held as often as required by fire safety standards, at least once every two weeks, so that residents are familiar with them. Fire exits should never be locked or blocked (see Appendix VII-6).

As outlined in Chapter 4, medical personnel affiliated with the agency should be available. Staff should be trained in first aid techniques, minimally including immediate treatment of wounds, whether to move an injured person, symptomology demanding immediate medical attention, and CPR. All injuries or accidents, however minor, should be recorded.

Contingency plans should be in place, and arrangements made with other agencies or community resources, if evacuation of the unit becomes necessary.

## CASE PLANNING AND RECORDING

Case planning in short-term care is highly goal oriented, and should integrate short-term shelter care goals, with longer term, future placement objectives.

Weekly case reviews should be held with relevant program staff to assess a youth's progress toward established goals; to plan responses to problems; and generally to refine approaches. Because youths are operating in artificial settings, under the stresses of transition and/or crisis, it is important that their specific behaviors, verbalizations, and emotions are not mislabeled.

Intake staffings, release staffings, and staffings to assess serious behavior difficulties, unanticipated developments, or future planning ideally would include referral workers, parents, and other relevant persons, such as school personnel, or staff of other agencies.

Case files should be structured for ready access to information. A complete case file should include:

Intake sheet and information (see Appendix VII-2)

Medical history

Release forms

Service plan (see Appendix VII-4)

Daily logs and progress notes (see Appendix VII-7)

Relevant correspondence

Reports, such as psychological, psychiatric and social histories if performed

Incident reports (see Appendix VII-9 and VII-10)

School information

Discharge information (see Appendix VII-11)

Information should be confidential at all times and in all cases, unless there is receipt of a current valid release form.

RELEASE PROCEDURES

There are essentially four conditions under which youth will leave the shelter:

Planned discharge For the planned departure, staff efforts should be directed toward preparing the youth for the next setting, whether back home or another placement site. Feedback as to the impressions and impact of the program should be solicited from the client. (See Appendix VII-11).

Client initiated departure In some situations, particularly with voluntary clients, a young person may insist on leaving early. Staff should indicate why leaving is premature without resorting to manipulation or power tactics. Once the decision has been made, the conditions and prohibitions upon readmission should be made clear.

Expulsions for discipline or safety reasons Occasionally, it will be necessary to request the removal of clients beyond the program's capacity to control, or who threaten the safety of other residents or themselves. It is important that staff are trained to handle this situation objectively, so they may diferentiate between concerns about the behavior necessitating expulsion, and feelings toward the person. In interpreting the action to the remaining youth and attending to their needs, care will be required.

## RESIDENT ALLOWANCES

Consideration should be given to budgeting a small amount of money for residents' allowances. While the amount need not be significant, money tends to provide motivation for accomplishing routine tasks. Whether to tie expectations to allowances may be debatable in a family, however, in shelter care allowances are recommended as a tangible, controllable reward.

## EMERGENCY PLANS

Staff and on-call personnel should periodically review emergency plans in the agency procedural manual. Copies of the fire exit routes should be posted visibly in all segments of the building. Fire drills should be held as often as required by fire safety standards, at least once every two weeks, so that residents are familiar with them. Fire exits should never be locked or blocked (see Appendix VII-6).

As outlined in Chapter 4, medical personnel affiliated with the agency should be available. Staff should be trained in first aid techniques, minimally including immediate treatment of wounds, whether to move an injured person, symptomology demanding immediate medical attention, and CPR. All injuries or accidents, however minor, should be recorded.

Contingency plans should be in place, and arrangements made with other agencies or community resources, if evacuation of the unit becomes necessary.

## CASE PLANNING AND RECORDING

Case planning in short-term care is highly goal oriented, and should integrate short-term shelter care goals, with longer term, future placement objectives.

Weekly case reviews should be held with relevant program staff to assess a youth's progress toward established goals; to plan responses to problems; and generally to refine approaches. Because youths are operating in artificial settings, under the stresses of transition and/or crisis, it is important that their specific behaviors, verbalizations, and emotions are not mislabeled.

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Runaways Youths who run away and do not return to the facility should have their belongings inventoried and secured as quickly as possible. The circumstances preceding the run should be carefully logged.

In any instance of departure, these procedures should be followed:

The youth should have an opportunity to resolve difficulties or misunderstandings with staff or other young people in the residence. For expelled or runaway youth, it may be beneficial to offer this opportunity whenever possible.

Belongings should be reinventoried and checked against the intake inventory.

## QUESTIONS TO CONSIDER IN OPERATING A SHELTER CARE FACILITY

### Intake and Referral

Are intake criteria clear and specific?

Does the intake form reflect relevant information?

Is the handbook clear and comprehensive enough to enable client and family to function successfully?

Do intake procedures routinely include individual medical, dietary, and education information.

Are expectations of the client, family members, and referral workers clearly spelled out at intake?

Have less restrictive alternatives been considered and found to be inappropriate?

### Discipline and Behavior Management

Are behaviors and consequences clearly defined?

Are serious offenses clearly differentiated from lesser offenses in terms of consequences?

Is the system oriented toward success?

Is the system appropriate to the defined population?

Is there staff understanding and support of the system?

Is there an accessible mechanism for action and grievances within the system?

Daily Routine

Is the daily schedule realistic and responsive to client needs?

Is there opportunity for group interaction and privacy during the day?

Does the routine have structure and consistency without being overly regimented?

Do clients have input into the routine within a certain structure?

Chores and Maintenance

Are chore expectations clearly defined?

Are chores rotated fairly?

Do staff participate in chores, communicate, and encourage the development of positive attitudes?

Are there means to accommodate nonroutine chores?

Is a mechanism in place to assess maintenance needs routinely?

Case Files

Are information needs addressed completely, in a clear fashion?

Is confidentiality fully addressed?

Are files organized for easy access to information?

Emergency Procedures

Are egress routes posted and regularly practiced?

Are staff trained in first aid and medical referral?

Is a clear "on-call" procedure in place?

Are staff aware of the emotional needs of a group in emergency situations?

Does each staff member know his/her specific role in cases of emergency?

Visits, Mail and Phone Privileges

Are visiting procedures clearly communicated to clients, parents and referral workers?

Is client access to family and attorney assured?

Are house rules in place for use of the phone, inclusive of time limits, and expected behaviors?

Are procedures clear for off-campus and home visits?

Are mail rights respected, with procedures in place to screen respectfully for contraband?

Release Procedures

Are clothing and personal items routinely inventoried for departing clients, regardless of circumstances?

Are unresolved incidents or interactions brought to closure?

Have clients been prepared for leaving and for the next setting?

# CHAPTER 8

## RELATING TO THE COMMUNITY AND OTHER AGENCIES

### INTRODUCTION TO PUBLIC RELATIONS

When the time arrives for your shelter to open its doors, you will be faced with the problem of telling your new neighbors just what it is you're all about. You would not have gotten to the point of finding a building, raising the funds, and developing a program without having convinced a lot of people that a shelter care facility is a necessary alternative to jail and secure detention in your community (see Chapter 3, Planning Your Shelter). Reaching that point will be only half your battle of acceptance. A neighborhood with the perception that a houseful of "hell-raising kids" is about to open next door is quite another problem. In general, it would not be unreasonable to expect many, perhaps most, residents of your neighborhood to think that a shelter care facility is a good idea as long as it is in another part of town.

Because of this, your public relations campaign should begin long before your shelter opens. Your two best public relations tools are the professionalism of a competent, caring staff; and the active good will and support of community leaders, who will speak publicly and privately about the need for your facility, and the short and long-term benefits to the community of having the shelter located there. Beyond these two elements, you need a good working knowledge of the formal and informal communications systems of the community.

Let's begin with a few basic premises:

> Be open. Let everyone know exactly who you are, what you are, and what you are doing. Let everyone know that there will be problems as well as successes in having a shelter in the midst of the community. Talk about those problems as well as the benefits and potential successes.
>
> Be honest. Never lie in public or private about your goals, your plans, or your actions. From the very beginning your credibility must be impeccable. If you do not know the answer to a question, say so. If you have facts to back up a statement or opinion, use them; but do not make up statistics, overstate a situation, or tell a half-truth. If you discover that you have misstated yourself, bring it to the attention of the person or group to whom you made it. Do not let them find it out for themselves. Your credibility, from the inception of your facility, and continuing indefinitely is essential.

Be specific. Talk in terms of this community, these kids, our staff, Use facts, be anecdotal, be personal.

## DEVELOPING A PUBLIC RELATIONS/EDUCATION PLAN

One person in your organization should have responsiblity for coordinating public contacts. This will alleviate the confusion of deciding each time who will make the phone calls, who will write the press releases, who will keep track of what was said to whom. But you should at least consider having a media or public relations committee which is responsible for making overall plans, developing concepts, and brainstorming projects. The committee will give you the advantage of many ideas and perspectives on what the community is thinking, and which elements of your program need addressing in public at any one time; a single coordinator will give you the ability to move quickly should the need arise, as it often does. A coordinator will also provide a single, consistent contact point for groups and individuals from outside your organization.

You should divide your public relations strategies into three general phases that follow the chronology of the development of your shelter. Public relations and community education strategies differ in each of these phases, which include:

Phase I. Planning/Developmental

Phase II. Establishment/Opening

Phase III. Operational

### Phase I. Planning/Developmental

This stage may last a few months to a few years, depending upon how you go about identifying the need, developing a plan, and marshalling philosophical and monetary support. You will have an advantage if you have followed the steps outlined in Chapter 3, Planning Your Shelter. Public relations at this stage should move slowly and carefully. Don't put the cart before the horse; make no promises. Talk about needs and avenues of meeting those needs. Stress community involvement. Solicit ideas and make a point of incorporating the good ones into your planning. Remember, you are establishing your credibility as professional, knowledgeable and responsive. Make friends.

In the planning/developmental stage, public relations will be largely characterized by personal contact with individuals and groups, speaking engagements with community organizations; letters to the editor of the local newspaper; and forums with special interest groups in the community. At this stage, it is important that much of your public stance be made by volunteer members of your Board of Directors, and by established community professionals in youth-

work not directly connected with your organization. This will demonstrate your broad base of community support, and establish your credibility as disinterested professionals, with the ideas and means to help alleviate a recognized community problem.

During this time, you should begin making contacts with local media managers as well. Make personal contact with the editor of our local newspaper, the news directors or managers of local radio stations, and the news directors, assignment editors and public affairs managers of your local television stations. Explain the community problem you are trying to address; type of facility you plan; and the impact you expect it to have on the community, including the time frame during which that impact will be felt. Remember to be open, honest and specific.

Preparation Steps:

Assemble a speaker's bureau of individuals in the community willing to speak publicly regarding the need for your facility and your plans for opening it. Your list could include:

-- your Board of Directors
-- parents
-- school officials
-- probation officers
-- mental health officials
-- city council members
-- law enforcement officials
-- juvenile court judges
-- staff

Assemble a list of community organizations to whom you want to explain the community situation and your plans. Include on your list, by name as well as position, the president, program chair, and/or other individuals responsible for scheduling speakers. Your list could include:

-- service organizations (Rotary, Altrusa, etc.)
-- parent organizations like the PTA
-- church groups
-- Chambers of Commerce

Assemble a list of media outlets along with the responsible contact person(s), by name and position. Your list could include:

-- television stations
-- radio stations
-- newspapers
-- newsletters (city, school district, etc.)

Action Steps:

Train your speaker's bureau. Prepare speakers to discuss the issues and important elements of your programs from their personal perspective. This training must be updated as you progress through the planning/development phase so that each speaker is kept current.

Contact community organizations and ask to be scheduled for a speaking engagement or forum discussion with their group. The appearances should be paced and spaced. Early in your planning, they should be farther apart, a couple of months or so, in order for the audience to absorb the information, and chat with their friends and neighbors about it. As you near your establishment opening phase, they should be spaced closer together; some group in your community should be hearing about the need for a shelter facility every couple of weeks.

Meet with news managers to introduce yourself. Explain the problem, and let them know that you will need their assistance in the coming weeks and months, to help the shelter become a reality in the community. Be very flexible when meeting with news managers. Unlike community groups and organizations who will let you have your own say, media folks will make their own decisions and choices about what is important and what the "story" will be. Do not be upset or threatened by this. This is their job and letting them do it, indeed helping them do it, will increase your credibility.

Phase II. Establishment/Opening

In this phase, which will extend two to six months on either side of the day you open the doors of your shelter, your public relations strategies will be focused away from community groups and toward individuals through the media. At the same time, the content of your publicity will shift from issues to events.

By this time, the community should be used to the idea that an alternative to jail and secure detention is needed: your speaker's bureau will have informed the community of the scope of the need, how a shelter facility can help meet that need, and what, in general, is involved in the founding and operation of a shelter facility. Now the community is ready for you to put your (and their) money "where your mouth is." They will be ready to see concrete progress being made; they will be ready to see the steps taken towards your shelter's opening.

There are several events during this time that need to be publicized: e.g., signing the lease for the building; appearances before the planning and zoning commission to explain the need for permits and variances; joint statements outlining cooperative agreements between your facility and other community agencies (juvenile court, schools, department of social services, etc.);

remodeling (with explanations about why certain structural changes are necessary for safety, security, and operational efficiency); major gifts of money and materials (furniture, vehicles, etc.).

These events are your news "peg," your reason to contact the media, something for them to come to, to see, to show their viewers and subscribers. You will use these events to talk about the issues and to show the community the concrete progress being made.

Preparation Steps:

Look at your time line and developmental charts. Identify events that include physical action (think in terms of verbs: "signing, inspecting, remodeling").

Decide on the spacing of your media contacts. Two to six months prior to your opening, you should be sending out a press release about every two to three weeks. During the last two months prior to opening, you should be sending press releases every one or two weeks. The final two weeks, you should send about three releases. Choose and/or rearrange the events you want to publicize to fit your release schedule.

Plan your opening day/open house (see the section on open house for details).

Action Steps:

Write and mail your press releases (see the section on making contact with the media for format and timing of your releases).

Follow up on your releases.

Stage the event.

Publicize your open house with releases, community calendar-type announcements, paid advertising, and individual invitations.

Hold your open house.

Continue to publicize events for several weeks following your open house, gradually winding down until four to six months following opening you only send releases on an "as need" basis.

Phase III. Operational

After your facility is fully operational, your public relations/community education strategies will develop into an amalgam of the first two phases. You need to revert in part to a discussion of jail removal and secure

detention issues, the role of shelter care, the importance of cooperative efforts toward addressing the needs of troubled youths, and so forth. You also need to continue, on an intermittent basis, to publicize events which represent milestones in the growth and development of your facility (e.g., a drop in jail and detention statistics, signing a purchase-of-service agreement with an adjacent county, law enforcement's support of the shelter, expansion and relicensing for a larger number of residents, a notable success of a shelter facility "graduate").

The important thing to remember during this phase, which continues indefinitely, is vigilance. Your media committee needs to keep three things in mind on an ongoing basis:

Stresses and pressure on young people evolve and shift over the years; as your staff and program shift and grow to meet those needs, the community needs to be kept abreast both of the evolution in the community, and of your flexibility in dealing with these changes.

New people are always moving into a community. They need to be brought into the circle of those who know and care about kids, and your efforts toward helping them. Do not risk losing a strong ally in the community simply because that person did not happen to be around when you were telling everyone why you needed to build a shelter facility.

Unless you were blessed with an enormous endowment at the outset, you will have a continuing need for money. Giving is directly related to the giver's perception that he or she is contributing to something specific and important. Creating that perception depends on regular, constructive information. Jail removal and the deinstitutionalization of status offenders can have wide appeal.

Preparation Steps:

Your media committee should meet regularly (monthly is about right) to assess needs and make plans.

Keep your speaker's trained and available. Add parents and youth to the bureau as soon as possible.

Keep your organization and media lists updated (every six months or so check with everyone on the list to make sure the names are accurate).

Action Steps:

Contact community groups about providing speakers, forums, tours, and other types of programs. Some group in your community should have a program presented, or facilitated in some way by you, addressing some aspect of youth concerns every three to nine months. You need not always discuss shelter care per se. By carefully addressing a wide

range of youth issues, you will increase your credibility as knowledgeable and disinterested.

Use your standard press release system to publicize events and activities.

Invite community leaders (particularly those connected with funding agencies) to visit your shelter for meals and other group activities occasionally.

Respond readily and accurately when approached by the media for comments, or background information on jail-related tragedies, and other major events and issues.

APPROACHING THE MEDIA

When you have contact with members of the media either at their or your instigation, be prepared with the information you want to get across. Have your own communication objectives in mind and express them clearly, but be flexible and responsive to the interviewer's agenda. Answer questions as honestly, completely, and comfortably as you can. If interviewers probe on a subject you do not want to discuss, indicate why you are unable to discuss that issue (e.g., they may be asking for confidential information, or they may be getting into an area in which you do not feel competent. Whatever the reason, let them know so that you do not appear to be covering up or avoiding.). If the interviewer asks for information you wish to provide, but do not have readily, tell them you will get back to them; then do so--promptly. Remember that you are using these media contacts to disseminate information and to establish your dependability. So be dependable. Rarely will you see the follow-up information used; but the reporter will know you have kept your word, and be more likely to contact you for another story, or for background on related stories.

Keep a close watch for news stories, events, and issues relating to the need for shelter care in your community, and youth problems in general. Stay in contact with the news managers in your area, and make yourself, your staff and your expertise available to them. Help their reporters gather good, local information about situations involving youth; offer to comment on the problems; make suggestions as to individuals outside your organization they could contact for more information. Most of your offers will not be accepted. Furthermore, you will have to use a good deal of judgement in dealing with news managers. There is a fine line between making yourself available and making a pest of yourself. It is better to err on the conservative side. Don't get the reputation of being a publicity hog, or self-aggrandizing. The effect you are aiming for is to increase your credibility as knowledgeable, accessible, and responsive. Your views regarding issues not directly connected with your facility should be made known personally (either in person or on the telephone) rather than through a press release. News managers receive countless press releases and most of them are thrown away.

Use your press releases to announce events and clarify specific issues connected with your facility. It is best if your press releases are tied to an activity which can be photographed (this is often called a photo opportunity or a "peg"--something on which to "hang" a story). It gives reporters and photographers a reason to come to you, and in turn, permits you to make a point about an issue on which you want public attention focused.

Relations with the media are symbiotic. They need stories; you need the public forum. As you develop personal relationships with reporters, that mutual "use" will become comfortable and ongoing.

## WRITING A PRESS RELEASE

Your press release requires a few consistent elements which will make it easier for the media to use the information. In Appendix VIII-1, 2 and 3, you will find three sample press releases. Notice that they contain both an issue date and a release date, a contact person and phone number, and a title.

If the release announces an upcoming event about which you want advance publicity as well as coverage at the time, or if it contains undated material, your release date is "immediate" (Appendix VIII-1 and 2). If the release contains dated material that should not be released until the time of the event, such as the hiring of a new staff member, or comments related to an upcoming event, the release date should be the date and time of the event. This tells the news manager not to use the item until that time (Appendix VIII-3).

The contact person should be knowledgeable about the event or issue, and accessible. Don't put a name and telephone number on your release only to find that person unavailable, and the telephone unanswered. It is a good idea to have an alternate person and phone listed, if there is a chance that media representatives will have trouble reaching the most informed person. If you learn that a reporter is trying to reach you, return the call as quickly as possible. Reporters work under deadlines, and responding quickly can mean the difference between getting your story published, or on the air, and having it ignored.

The title of your release should be short and descriptive. "SHELTER FACILITY SET TO OPEN DOORS THIS WEEK"; "LOCAL SHELTER FACILITY DIRECTOR TO CHAIR GOVERNOR'S YOUTH COUNCIL"; "SHELTER HOUSE EXPANDS."

Your release should be double-spaced and sent on letterhead. It is acceptable, but not necessary, to use special "News Release" stationery. The release should be one page long if possible. If your release is longer than one page, go to a second page; do not use the back of the sheet. The bottom of the first page should have the word "more" typed on it; the second page should be plain paper, and have the title and phrase "Add - 1" typed in the upper left hand corner; subsequent pages should also have the title and "add - 2," etc., typed on them. The end of your release should be indicated

by the figure "30" or the symbol "###" centered beneath the final line of copy.

Mail your release so that it arrives on news managers' desks three to four days prior to the event. They may call you for more information then, but the release will more likely be placed directly in the "Futures" file. Follow up your release with a telephone call.

Tips for Press Release Follow-Up Calls

DO call on the day before the event. That is when plans are made for covering features and soft news (those are the categories of news for which you will be sending press releases).

DO call in the late morning. This is the least hectic time at the assignment desk, and the time you will be most likely to have the news manager's unhurried attention.

DO offer an additional tidbit of information that was not contained in your press release. "The mayor will be cutting the ribbon." "We'll have six former clients there to accept the donation check." This is your excuse for calling and making your press release stand out amid the 20 or so he or she is shuffling through.

DO tell the manager you will personally be there to help the reporters in any way they require.

DO get off the phone in a reasonable amount of time. Don't go into detail about your program except in response to questions.

DO NOT call before 9:30 a.m. or after 3:30 p.m. You will be caught in the middle of very hectic work going on in newsrooms regarding that day's paper, or that day's broadcast, and the person you are talking to will be more eager to get rid of you than to hear what you have to say.

DO NOT ask if they will be covering your event. This is a perfectly reasonable question, the answer to which could help you greatly in your planning. However, news managers tend to react irrationally to it. They hate being pinned down on this, and often cannot tell you in advance. Asking that question more than any other single thing, can cost you coverage.

WHEN SOMETHING AWFUL HAPPENS

No matter what precautions you take, at some point, something awful is going to happen at your shelter. You will have a fire, a resident will run away and

commit a serious crime, you will have a drug bust--one of your nightmares will come true. It is at this time that all the cultivating of the media folks will pay off. Remember the three basic premises: BE OPEN, BE HONEST, BE SPECIFIC. Do not cover up; you will only increase the problem, allow it to fester and spread. Tell as much as confidentiality will allow. Be the first to call; call your friendly reporters. Invite them to the house to see the damage; tell them why shelter care and counseling for young people is an imperfect art; inform them of the means by which you will investigate the possibility of drugs in the facility. The incident may bring about a backlash against your facility as a nonsecure alternative to detention. Do not hestitate to reeducate the public about the harmful effects of placing juveniles in jail. Use the opportunity to discuss the dangers of incarceration, and how this needs to be balanced against the "isolated" incident which has occurred at the shelter. Be nondefensive. Accept and be open about the failures. When you are, reporters will listen to you when you tell them how you are going to turn this around, how you will use this experience to learn and improve your service. This won't be fun, but it will pay off for you in the long run.

NEIGHBORS

If your shelter is like most, it is community-based and located in a neighborhood. You need to stress to the neighbors that the youth who temporarily come to live at the shelter are "your" kids from your town, your neighborhood, your school, your church--and are often children of your friends and coworkers.

Operating as a shelter care, you will want to be "good neighbors." You should take special care of the lawn, shoveling snow off the walks, containing the garbage, managing staff parking, and controlling the level of sound--especially loud speakers at night. Keeping "the lid on" a house with a group of active youths is no small task. Having a large house on a large corner lot helps.

It is worthwhile for staff to keep in touch with the neighbors informally. Many shelter cares are located in older neighborhoods where older people live. Invite them to dinner. The older man or woman you seek out may become your most valued supporter or volunteer.

In other words, be sure communication is open at all times with your neighbors. It is best to deal with a small complaint on an informal, open basis before it festers into negative attitudes, or reaches the city council.

Your neighbors can be your best advocates and supporters--get to know them so they can know you! Nurture their friendship!

## PUBLIC ACCESS TO SHELTER AND RESIDENTS

There is a fine line that any administrator draws between being open to the community, and respecting the privacy and insuring the safety of residents in the shelter.

You should develop a policy establishing guidelines on public access to your shelter and more importantly to its residents. Many community groups and organizations will request tours of your facility to learn more about your program. Such requests should always be formalized and structured to ensure the privacy of your residents.

Prior to touring the facility, staff and residents should be informed of the tour, the name of the group visiting, and purpose of the visit. As a community-based program, prior knowledge should be afforded the residents, so they may seek out a private area while the facility is viewed. As a general policy, some shelter cares allow tours only in the daily living area, and bedroom areas are not shown. In some cases, youths in residence may wish to assist in conducting tours, and are available for questions, such as "What is it like to live here?"

## WORKING WITH PRIVATE AND PUBLIC AGENCIES IN THE COMMUNITY

Most current problems of youths at your shelter are only symptomatic of a more complex, troubled environment and family situation. To maximize the potential for successful treatment, it is vital that your agency have positive working relationships with private and public providers of services, extending beyond the essential services described in Chapter 4.

Essential to providing services in an effective shelter care program is the establishment of both formal and informal networks among youth and family service agencies. In order to provide a "continuum of care" through your shelter, networking is an essential ingredient in the service delivery system. A partnership among agencies must be in place to insure proper referrals, team efforts, placements in the least restrictive environment, and specialized services.

Some shelters have been developed with the intimate involvement of the local Juvenile Justice System. It is essential that regularly scheduled meetings be set involving probation officers and social service workers, to provide a unified effort serving the needs of youths and families.

A Juvenile Justice Committee serves some communities in their attempts to facilitate inter-agency referrals, coordination, cooperation, identify gaps or duplication of services, and review philosophies and procedures. Representatives of the following agencies could be committee members: Social Services, Probation Office, local schools, YWCA, YMCA, Boys Club, residential treatment

centers, police/law enforcement, juvenile court judges, and any youth service groups, including churches.

In some communities, there are Human Service Councils which coordinate services, including youth and family services, on a comprehensive basis; they may also publish a Human Services Directory for professionals. Your shelter staff could benefit from this type of organization, since it enhances the credibility of an agency in the community, provides opportunity for staff interaction with other agency staff, serves as a support group, and puts shelter care in a community perspective.

## CONTRACTING FOR SERVICES WITH OTHER AGENCIES OR CONSULTANTS

Your shelter may need to contract for specialized services from other agencies or private consultants, for example when license requirements state that a case treatment plan must be reviewed by a clinical psychologist; a psychiatrist's evaluation is needed; or a child must have a physical examination within ten days after intake.

Professional consultants may play a vital role in the administrative and treatment programs of your shelter care facility. When your agency cannot provide expertise in specialized areas because of staff limitations, and has established cost-effectiveness, consultant service can be contracted with the public or private sector. Your staff may need to turn to professional consultants when a client displays behaviors that are unresponsive to counseling techniques. In-service trainers for staff training, computer or bookkeeping services, or public relations experts are examples of other areas where consultants provide expertise.

Formal contracts for consultant services should specify dates, services to be rendered, schedule of payments for services, termination clauses, provisions to insure confidentiality, and other terms of the contract. A sample of a consultant contract is included in Appendix VIII-4.

## COOPERATIVE AGREEMENT

Agency agreements also should be implemented when inter-agency referrals are made, in order to state the terms of the referral formally, and insure confidentiality. A sample of an Inter-agency Agreement is provided in Appendix VIII-5.

## PARTICIPATION IN COALITIONS OR FEDERATIONS

In many geographic areas, there have been attempts to form coalitions or federations of human service agencies. Although a number of agencies have merged voluntarily, some funders have made a concerted effort to mandate

mergers of human service delivery systems, in an attempt to decrease administrative costs, coordinate services, and eliminate duplicate services.

Where mandated mergers have occurred, a "super" Board becomes the decision-making body, comprising representatives of several or all human service agencies, and/or appointees representing public and private funding bodies (county boards, city councils, United Way). Former Boards of Directors, in some cases, function as an Advisory Board.

While viewed by many agencies as a threat to their autonomy, coalitions and federations can have a positive effect on the human service delivery system. The important thing to remember is that most agencies are quite "turf-oriented," and strive to maintain their agency, and small "corner of the system."

Bear in mind that your agency is a small part of a much larger system attempting to alleviate suffering among human beings. The way to serve the needs of youth in your community has been defined--you are pursuing your course of action--for this place and at this time. Be aware that as the requirements of youth, families, communities, and funding patterns change, your agency must also adapt.

The secret is to be flexible, to change in response to new demands, and thereby survive!

# CHAPTER 9

# PROGRAM MONITORING AND ASSESSMENT

## WHY MONITOR AND ASSESS

Conducting ongoing evaluations of program performance is an important responsiblity of the staff and governing board of your shelter care service. To accomplish this task, it is necessary to develop a program monitoring and assessment system--a comprehensive information system designed to provide accurate and timely information, which will assist your organization in making decisions. A program monitoring and assessment system can provide information for an internal evaluation of staff effectiveness, program design effectiveness, and the steps necessary to improving effectiveness and efficiency.

The monitoring and assessment process enables you to achieve a number of significant benefits:

It provides information for continuous program planning and adjustment to keep the program moving toward the stated objectives.

It helps to identify deficiencies in the organization.

It enables you to project future needs by providing a base of information, developed over time, showing trends of service needs.

It can help to assess specific components of the program.

It can provide information to help prepare your agency budget.

It can help measure the appropriateness of your clientele based on established intake criteria.

## PERFORMANCE EVALUATION

Comparing actual program performance statistics against specific program objectives is the simplest method of program monitoring and assessment. As discussed in Chapter 5, Personnel, agency objectives should be defined in terms of specific activities and tasks to be accomplished within a specific time frame; staff members responsible for activities; and staff members providing supportive services. When these are in place, it is relatively simple to compare the actual efforts and results with those specified in the program plan.

Monitoring the quality of staff performance insures that services meet the needs of residents. Monitoring staff performance requires five basic steps:

Develop performance standards for each staff member which define acceptable quality of performance in sufficient detail.

Compare actual staff services to these standards.

Identify the deficiencies in staff effort and determine their causes.

Develop a course of action to correct the deficiencies in performance for each staff person.

Develop an agreed upon method of measuring the resulting performance.

Performance standards are valuable when they are realistic, and specifically designed for your shelter care service. In developing your own standards, it is helpful to compare notes with similar programs which have program standards relevant to yours. The various licensing agencies in your state may have established standards of operation for shelter care programs or group homes. If no such standards exist, you can obtain information about other states' standards for shelter care programs from the Youth Development Bureau Administration for Children, Youth and Families, Office of Human Development Services, Department of Health and Human Services, Washington, D.C.

Finally, program standards should reflect the values of your shelter care service staff. It is helpful to discuss with staff their personal values concerning youth, services to youth, and the specific goals of your shelter care service. Adopting a set of organizational values helps develop a set of ethical standards by which program and staff performance cn be measured. Your program performance standards should encompass staff performance standards, externally developed standards, program performance standards, and program values.

## NECESSITY FOR AN INFORMATION MANAGEMENT SYSTEM

A comprehensive information management system is vital to the success of a shelter care service. This system comprises the intake sheet, a weekly or monthly program statistical report, employee evaluation forms, service plans, resident questionnaires, client and parent satisfaction forms, and any other data. The system must provide the information necessary to report progress on program goals and objectives, and answer questions that agencies and the public will ask.

The information management system developed by the Pleasant Valley Shelter Care Service assists them in the monitoring and assessment process. See Appendices IX-1 through IX-5.

EMPLOYEE MONITORING AND ASSESSMENT

The success of a shelter care service in meeting the needs of the community ultimately depends on its staff members. The tool most often used in the monitoring and assessment of staff is the Employee Evaluation Form. These forms may vary in appearance, however, the basic format should always include activities important to specific job assignement as well as general performance standards. For the Evaluation Guidelines developed by the Pleasant Valley Shelter Care Service Board of Directors for their Director, see Appendix IX-6.

Based on these Evaluation Guidelines, the Board developed a personnel evaluation form, as indicated in Appendix IX-7.

The Director of the Pleasant Valley Shelter Care Service developed an evaluation form for staff. This form is flexible enough to be applied specifically to each staff member. See Appendix IX-8.

PROGRAM IMPACT REPORTS (FOR EXTERNAL USE)

A well-run shelter care service probably will be able to demonstrate cost-effectiveness, however, this type of program justification may not be as significant as you might expect. You may find that costs should be emphasized least of the benefits your program can provide.

While the general public may be impressed to hear that your average daily cost to house a youth are somewhat lower than jails, detention centers, or public child welfare institutions, the actual consumers of your services--the juvenile court and child welfare department--may not. Court and welfare department administrators may be interested in comparing your costs with other private agency costs; but they may actually feel threatened by your publicizing the cost savings benefit of your program compared to those of public institutions.

Rather, the assessment measures to be emphasized to the juvenile court and child welfare agencies are:

The immediate accessibility of your service.

The timeliness and consistent professionalism of your client progress reports.

The ability of staff to deliver residents to court hearings on time.

The number of runaways from your shelter care service.

The amount of control your shelter care service appears to exercise over the residents.

The extent to which you can engage the services of other private and public agencies to service your residents.

There are several ways in which this information, vitally important to your referral sources, can be collected and presented. The example, presented in Appendix IX-9, was designed by the staff of the Pleasant Valley Shelter Care Service specifically for their two main referral sources, the juvenile court and child welfare agency. Copies of this report are forwarded monthly to every person within those two agencies who has had contact with the shelter care service.

PROGRAM EVALUATION FORMAT (FOR INTERNAL USE)

Appendix IX-10 presents a format for the evaluation of shelter care facilities developed by the New Jersey Department of Public Welfare. It is an excellent resource for a management team or Board interested in conducting an internal evaluation of a shelter care service.

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# APPENDICES

## CRITERIA FOR ADMISSION INTO SHELTER CARE

### NONSECURE INTAKE CRITERIA*

If the youth does not meet the criteria for secure detention or if that option is not exercised, then the youth is to be sent home unless one or more of the following conditions exists:

A. They do not consent to go home.

B. The person taking the juvenile into custody is unable to contact the juvenile's parents, custodian, relative or other responsible person.

C. The parents, custodian, relatives or other responsible person live at an unreasonable distance for immediate transportation, i.e., out of state or beyond a 100 mile driving distance.

D. The parent or custodian refuses to permit the juvenile to return home and no other living arrangement is agreeable to the juvenile.

E. There is reason to believe that the parent is unable or unwilling to assure that the child will be present in court.

F. There is reason to believe that the child is or will be a victim of abuse, dependency, or neglect.

G. The child appears to be emotionally disturbed or suicidal and returning the child home might aggravate that state.

If any of the above conditions exist, then a child may be held in the least restrictive appropriate nonsecure placement.

If you should decide to veer from these guidelines, please note the reason for such decision in the record. It would also be immensely helpful if you would note those instances where alternatives would be preferable but are unavailable.

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*Juvenile Diversion Project, Inc. Morehead, Kentucky.

## CRITERIA FOR ADMISSION INTO NONSECURE PLACEMENT

### PLACEMENT, SUPERVISION AND SERVICES OTHER THAN DETENTION*

Children who are subject to the jurisdiction of the Juvenile Court due to an alleged status offense, or due to an alleged act (which would be a crime if committed by an adult), including children who are eligible for secure custody but not detained--are eligible for pre-judicial supervision and services in an alternative nonsecure placement/program if they meet the criteria listed below. All other children are to be released to parents, equivalent caretaker, or other responsible person.

B-1 The persons taking the child into custody have been unable to contact the child's caretakers or other responsible person and the child is not able to care for self.

B-2 Immediate transportation to caretaker's home is unreasonable and no other agreeable living arrangement is available (agreeable to the Juvenile Department, child and caretaker).

B-3 The child requests protection in writing in circumstances that present an immediate threat of serious physical injury.

B-4 There is demonstrable reason that the child cannot return to the home due to risk of the child's physical, sexual and emotional health, and no other agreeable living arrangement is available.

B-5 There is demonstrable reason that the child committed the offense as a result of the caretaker's direct influence, and no other agreeable living arrangement is available.

B-6 Crisis intervention was attempted at the time of referral and failed.

B-7 A demonstrable recent record exists of willful failure to appear at prearranged apointments with Juvenile Department personnel.

B-8 A demonstrable recent record exists of willful failure to appear at juvenile court hearings.

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*Jail Removal Projects of the Oregon Boys and Girls Aid Society and the Metropolitan Service District, Portland, Oregon.

B-9 The court worker has knowledge that the child is fleeing from a pending judicial hearing for a status offense.

B-10 The court worker has knowledge that the child is fleeing from a pending judicial hearing for a criminal offense.

If the child falls within any of the above objectives, and it is in the court worker's judgement that supervision and services are required, the following factors will define such supervision and service needs:

a. child's offense
b. child's behavior
c. child's social condition
d. child's court involvement

## CRITERIA FOR ADMISSION INTO NONSECURE PROGRAMS

### CRITERIA FOR PLACEMENT IN A NONSECURE SETTING*

Juveniles may be eligible for placement in nonsecure settings under the following circumstances:

1. The parent/guardian refuses to permit the juvenile to return home and no other living arrangement is agreeable to the juvenile and/or the parent.

2. The parent/guardian, relative or other reasonable responsible persons contacted live at an unreasonable distance (50 miles) for immediate transport.

3. The persons taking the juvenile into custody are unable to contact the parent/guardian, relative or other responsible reasonable persons.

4. The youth does not consent to go home.

5. The youth has committed a delinquent act, but is ineligible for secure detention and it is determined by the intake worker that the parent/guardian is unable to provide supervision as indicated by a demonstrable recent record of the failure of the parent/guardian to provide supervision.

6. The youth is beyond the control of the parent/guardian with a demonstrable recent record of such.

7. The youth is habitually truant from school with a demonstrable recent record of truancy.

8. The youth is eligible for placement in a secure setting but such placement is not the preference of the intake worker.

9. They are a juvenile who has been abused, neglected or abandoned. These children may be specially defined as children found in one of the following conditions:

   a. Juvenile's current physical or emotional health is or is likely to be seriously impaired due to parent/guardian inadequate supervision or provisions, i.e., inadequate

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*Bolingbrook Police Department, Bolingbrook, Illinois.

clothing, shelter, education, health care, etc., even though the parent/guardian is financially able to do so.

b. Juvenile's current emotional health is seriously impaired due to parent's failure to provide or to cooperate with medically or court-ordered treatment.

c. Juvenile's current physical or emotional health is or is likely to be seriously impaired due to parent placement of juvenile for care or adoption in violation of the law.

Juveniles who are taken into protective custody as a Neglected or Dependent Minor may be placed in a nonsecure setting through the Department of Children and Family Services even though the Department may not agree with such a placement. The juvenile must be brought into Juvenile Court within 48 hours excluding Saturday, Sunday, and court holidays, for a shelter care hearing.

Define "Demonstrable Recent Record" as: recorded, documented information regarding the particular past behavior, available from agencies, educators, court and/or police files or other dependable sources.

Criteria for Placement in Shelter Care vs. Foster Care Placement

The criteria for placement in shelter care and/or foster care determine which youths eligible for a nonsecure setting will enter a shelter rather than foster care. A youth shall not be placed in foster care, rather s/he shall be placed in shelter care, if one of the following intake conditions exist.

1. The youth is suicidal, seriously assaultive, or violently combative toward others.

2. The youth is eligible for secure detention under the Criteria for Secure Placement.

3. It is the preference of the intake worker to not place the youth in a foster home.

4. The juvenile is intoxicated and/or under the influence of narcotics.

5. The youth has in the past, committed a sexual offense or the offense of arson.

## CRITERIA FOR ADMISSIONS INTO SHELTER CARE

### CRITERIA AND PROCEDURES FOR THE SELECTION OF SHELTER CARE vs. FOSTER CARE--NONCRIMINAL MISBEHAVIOR AND NEGLECT AND ABUSE CASES*

Juveniles subject to the jurisdiction of the court over delinquency, non-criminal misbehavior and abuse and neglected cases and not to be released to the parent or custodian should be placed with a foster care family unless:

a. they are eligible for secure detention under the "Criteria for Secure Detention in Secure Facilities--Delinquency";

b. they fall into one of the following categories and are ten years old or older;

   1. they are suicidal, seriously assaultive or destructive toward others;
   2. they are an escapee from an institution or other secure placement facility for adjudication on a criminal-type offense;
   3. they are a fugitive from another jurisdiction;
   4. they voluntarily request protective custody in writing;

c. they are charged with a felony, misdemeanor or are wanted on a fugitive or court warrant, are ten years of age or older, and;

   1. they have a demonstrable recent record of unauthorized absences (running away) for more than 24 hours;
   2. they are currently on release status on a prior criminal-type offense;
   3. they have been adjudicated for serious property or person offenses during the past 12 months.

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*Samaritan House, Inc., Franklin, Louisiana.

# CRITERIA FOR ADMISSION INTO SHELTER CARE

## CRITERIA FOR THE SELECTION OF SHELTER CARE vs. RELEASE TO THE HOME--SELECTED DELINQUENT, IN NEED OF SUPERVISION, RUNAWAY, AND DEPRIVED CASES*

Juveniles subject to the jurisdiction of the court over delinquency, in need of supervision, runaway, and deprived cases are to be released to the parent and should not be placed in a shelter care unless:

a. They are eligible for secure detention under the "Criteria for Secure Detention in Secure Facilities--Delinquency," but are not placed in secure detention, and are being considered for shelter care.

b. They do not consent to go home;

c. The persons taking the juvenile into custody have been unable to contact the juvenile's parents, custodian, relative or other reasonable persons;

d. The parents, custodian, relative or other responsible persons contacted live at an unreasonable distance for immediate transport;

e. The parent or custodian refuses to permit the juvenile to return home, and no other living arrangement is agreeable to the juvenile and the parent or custodian;

f. They voluntarily request protective custody in writing;

g. They are a juvenile who has been abused, neglected or abandoned, otherwise known as a deprived child. Deprived children may be specifically defined as children found in one of the following conditions:

   1. Juvenile's current physical or emotional health is or is likely to be seriously impaired by conditions initiated by parent or guardian due to inadequate supervision or protection, i.e., inadequate clothing, shelter, education, health care, although financially able to do so;

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*State of Oklahoma, Department of Human Services. These criteria were used to determine the need for shelter care although they have not been officially adopted.

2. Juvenile's current emotional health is seriously impaired due to parent's failure to provide or cooperate with treatment;

3. Juvenile's current physical or emotional health is, or is likely to be seriously impaired because parents placed juvenile for care or adoption in violation of the law;

4. Juvenile currently committing delinquent acts as a result of parental pressure;

5. Substantial risk exists that parent will prevent juvenile from appearing at court;

6. Juvenile has been sexually abused by parent or guardian;

7. Juvenile currently is suffering or is likely to suffer physical injury nonaccidentally (physical abuse) by parent or guardian;

8. Juvenile is not able to care for self and no parent can be located or refuses to have juvenile return home (abandonment).

h. They are ten years of age or older and there is no person willing and able to provide supervision and care:

1. Parents or other relatives refuse to sign a written promise to bring the juvenile to the court at such times as fixed by the court; or

2. A demonstrable recent record exists indicating a history of repeated disregard of parental authority during the past 12 months; or

3. A demonstrable recent record exists of willful failures to appear at court proceedings during the past 12 months; or

4. A demonstrable recent record exists of repeated unauthorized absences (runaway) for more than 24 hours from the home during the past 12 months; or

5. Adjudication for serious property or person offenses exists during the past 12 months; or

6. Charges of three or more offenses have been filed during the past 12 months.

i. They are out-of-state runaways being held for interstate transport without verification of a prior offense history;

j. They are INS or Deprived cases, are ten years old or older, and:

   1. They are an escapee from an institution or other placement facility;

   2. They are fugitives from another jurisdiction.

k. They have violated their terms of informal or formal probation.

l. They are in danger of imminent bodily or mental harm and no less coercive measure will reduce the risk of injury (see conditions under criteria g. for further definition).

APPENDIX III-2

## SHELTER DESIGN OPTIONS*

In no instance is any of the following designs considered a model for shelter care design. Each one has certain problems which would require further design investigation. Our object here, however, is to convey some of the more valuable aspects of shelter care design and development, especially environmental and planning ideas, which may lead to successful shelter programming. You will notice in the following designs that there are no architectural monuments, no designs pacifying the whims of creative indulgence. This is not necessary in satisfying the needs of youthful residents. Yet there is no dearth of imaginative concepts of innovative planning for the use of spaces which are essential to providing a suitable experience for young people.

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*Taken from A National Student Competition on Adaptive Reuse: A Shelter Care Facility. Community Research Center, Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, 1979.

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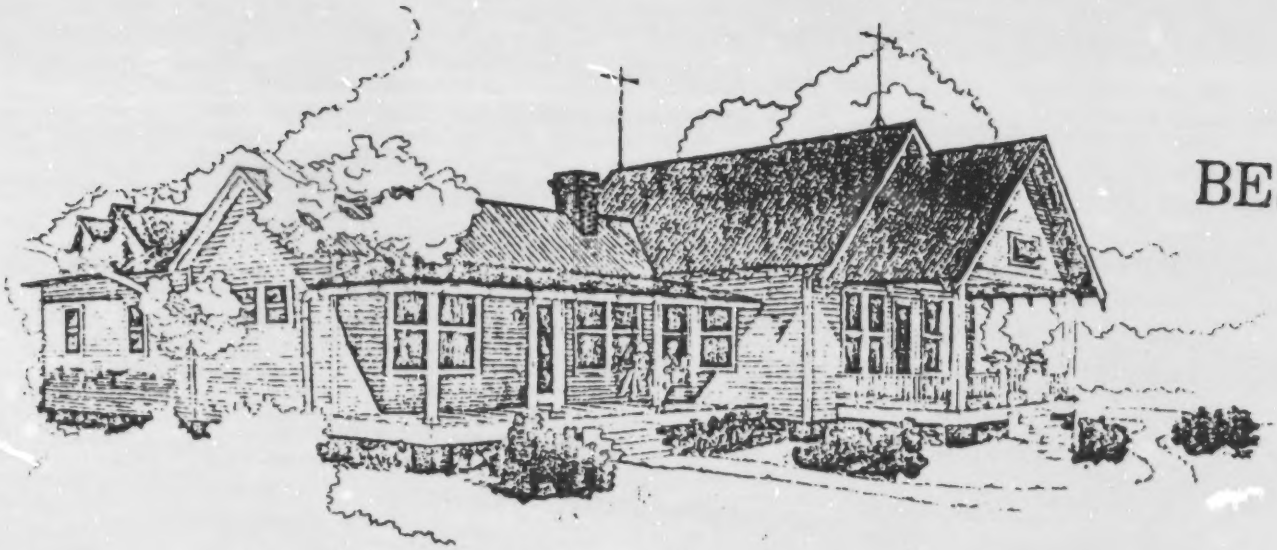

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This project illustrates an innovative and cost-efficient approach to shelter facility design.* The proposed scheme calls for the relocation of two small houses to another site at which they are joined to create additional interior space. The buildings' purchase price and transportation costs were sufficiently low to permit extensive interior renovation considered by competition judges well-organized and delightful.

The decision to move existing structures to a new location is admittedly unusual but in many cases can prove economically feasible. In this instance it is a logical regional solution in that most homes in the region are constructed on short

*Designed by James A. Garland and David M. Dugas.

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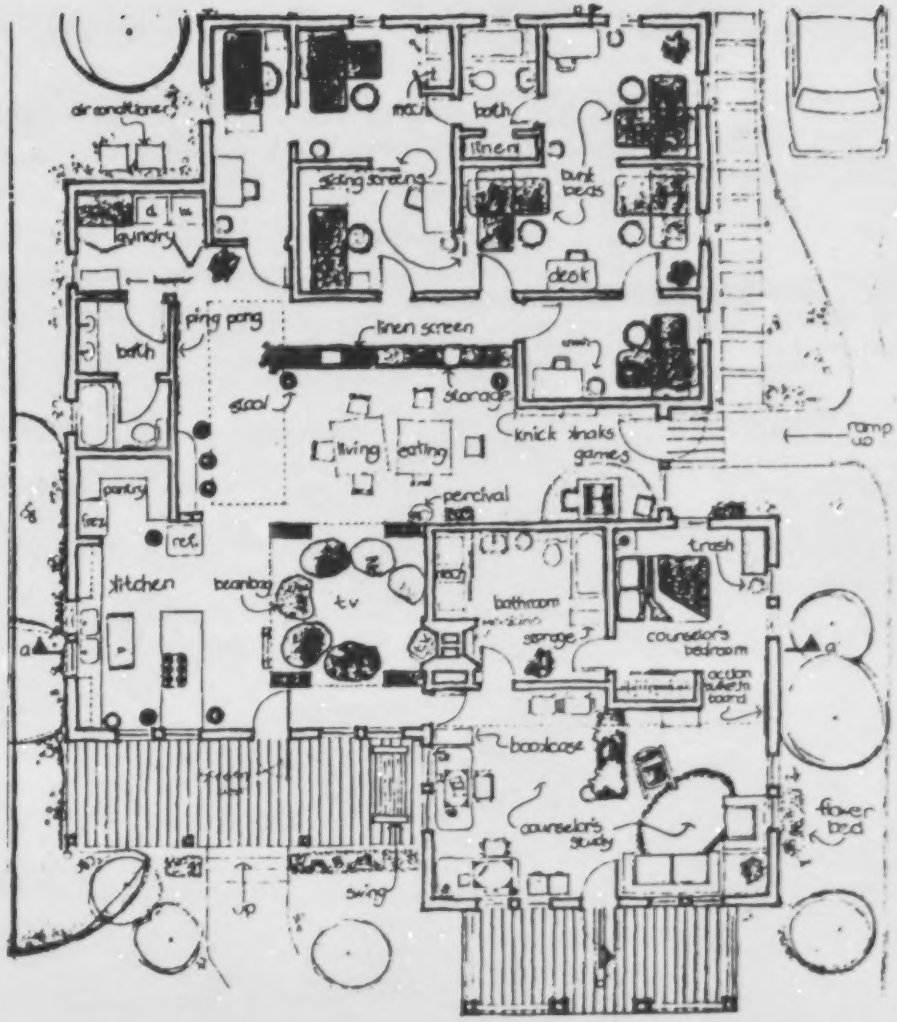
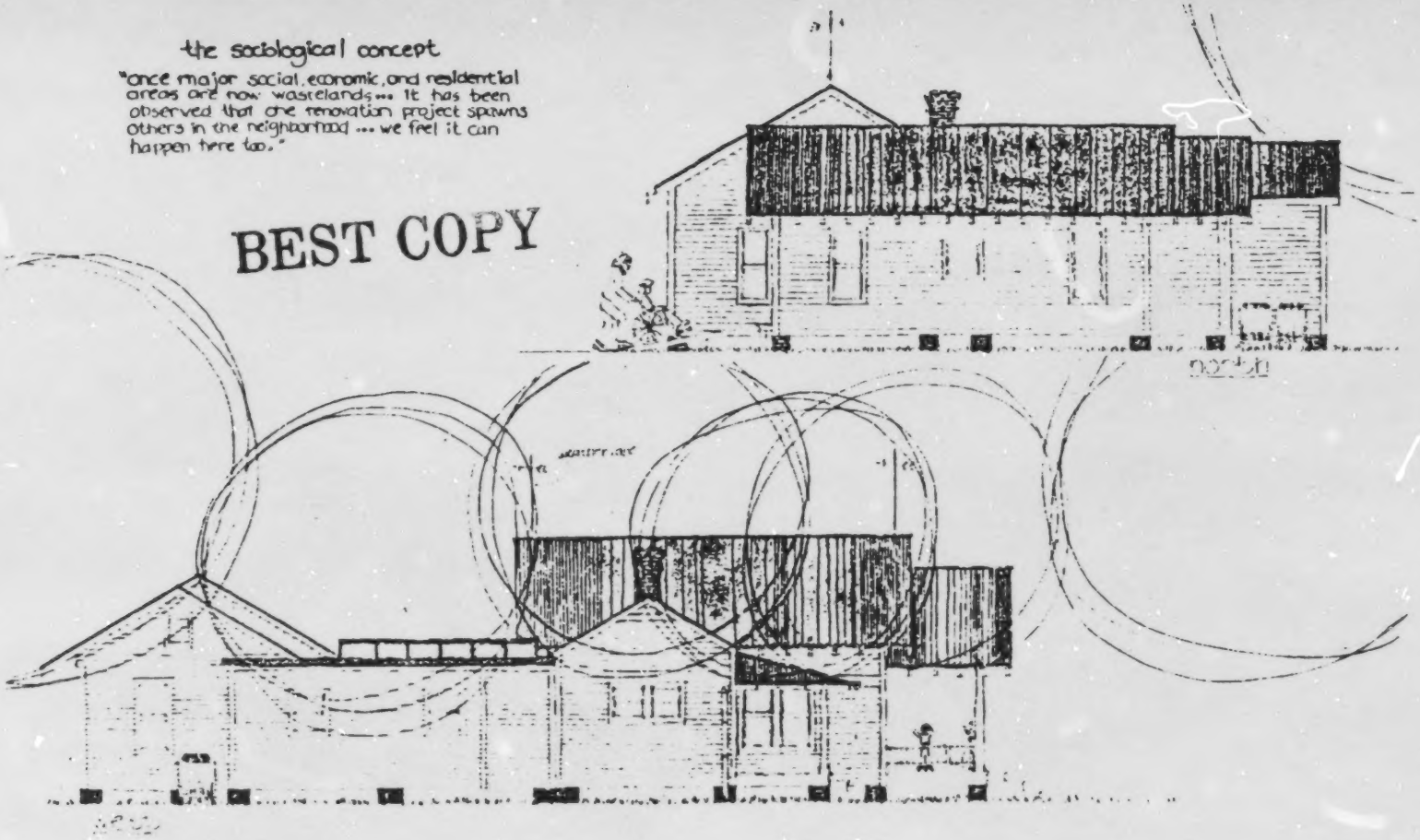
foundation columns above ground to minimize flood hazards. Structures of this sort can be transported with minimal difficulty. Thus, if no single building suitable for shelter care is available, or if desirable locations contain no appropriate structures, then house-moving may prove to be a reasonable economic and design option.

The final plan incorporates a number of characteristics essential to the shelter care environment. Spaces are flexible in terms of their use, i.e., various activities can take place in a number of different ways and places. The relationship between living areas, bedrooms, the kitchen and houseparents apartment facilitates smooth functions and shelter programs even though the living spaces are loosely defined. More importantly, the proposed layout resembles that of a typical home. It does not resort to institutional devices to provide adequate bedroom and activities space.






the sociological concept
"once major social, economic, and residential areas are now wastelands... It has been observed that one renovation project spawns others in the neighborhood ... we feel it can happen here too."

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Still, there exist several problems which might be easily resolved. Bedroom spaces are too tight, and a small reduction in capacity, from 12 to 8 or 10, is suggested. Each bedroom should also have an exterior view. The problems of bathroom access and boy/girl separation could be solved by using short corridors connecting bathrooms, bedrooms, and general activities areas. Minimal rearrangement of space would be necessary in any case. The generous space allotted to houseparents could also be reduced to provide increased and more versatile living space for residents.

This design is a sensitive response to the needs of young people and clearly indicated an attitude of concern for the individual residents.

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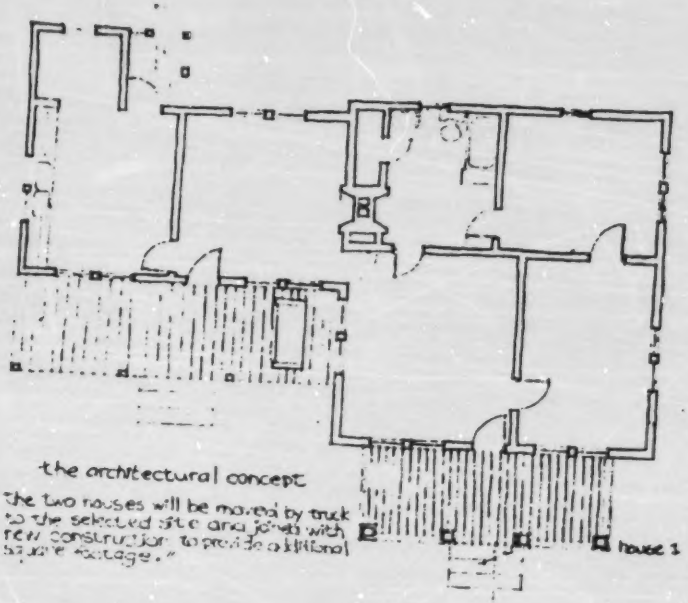
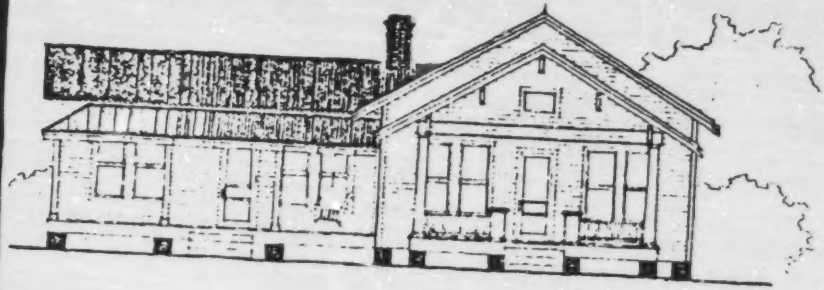
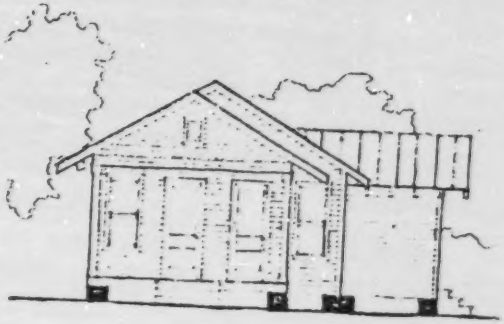


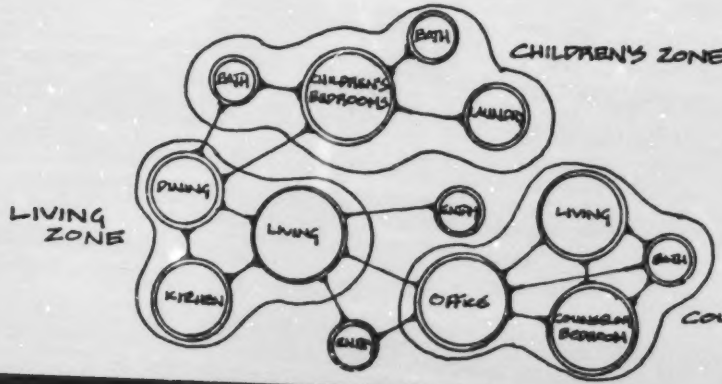

the architectural concept

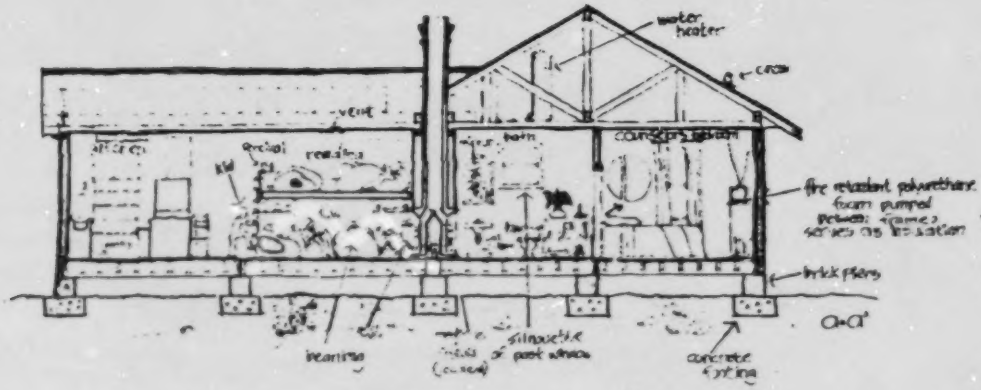
"the two houses will be moved by truck to the selected site and joined with new construction to provide additional square footage."

existing structures
scale 1/4"-1'-0"





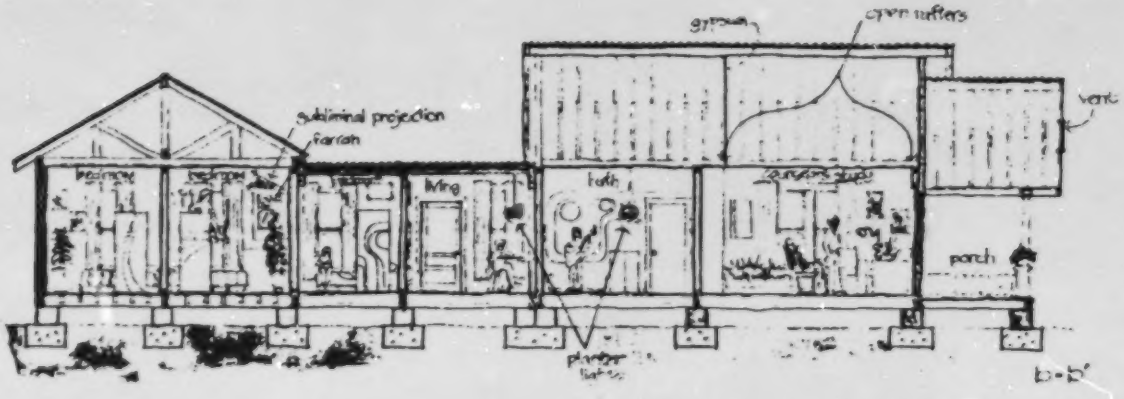


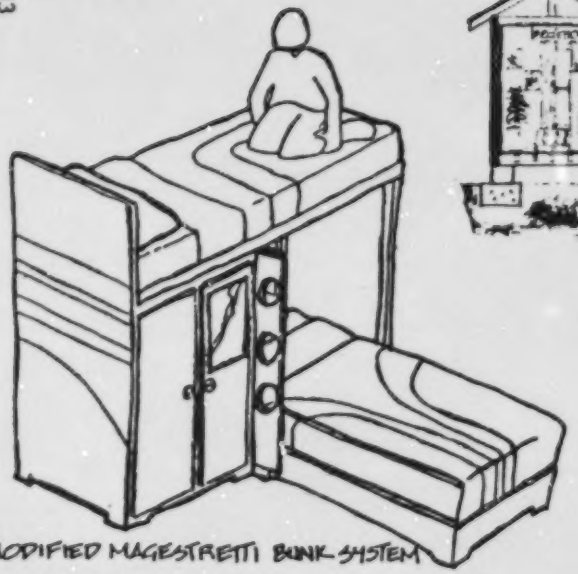



sections · scale ¼"-1'-0"

the psychological concept

"most important to these children is the sure knowledge that they are valued by society in general, and individuals in particular... a humanistic sense of scale and detailing reflects this kind of atmosphere."



MODIFIED MAGESTRETTI BUNK-SYSTEM

**COSTS**

| | |
|---|---|
| Property | $10,000 |
| Building Purchase and Move | $ 6,750 |
| Renovations | $40,755 |
| Furnishings | $ 7,810 |
| People & Cat | Free |
| **GRAND TOTAL** | **$65,315** |



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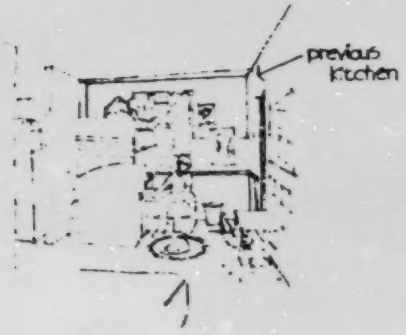
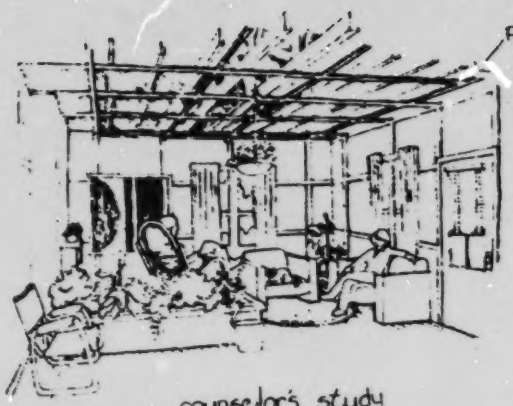
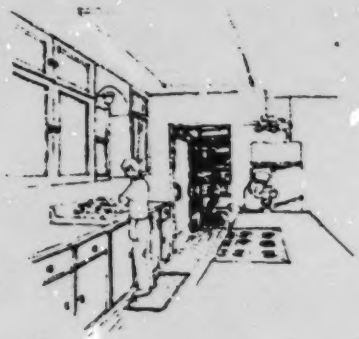



bedroom

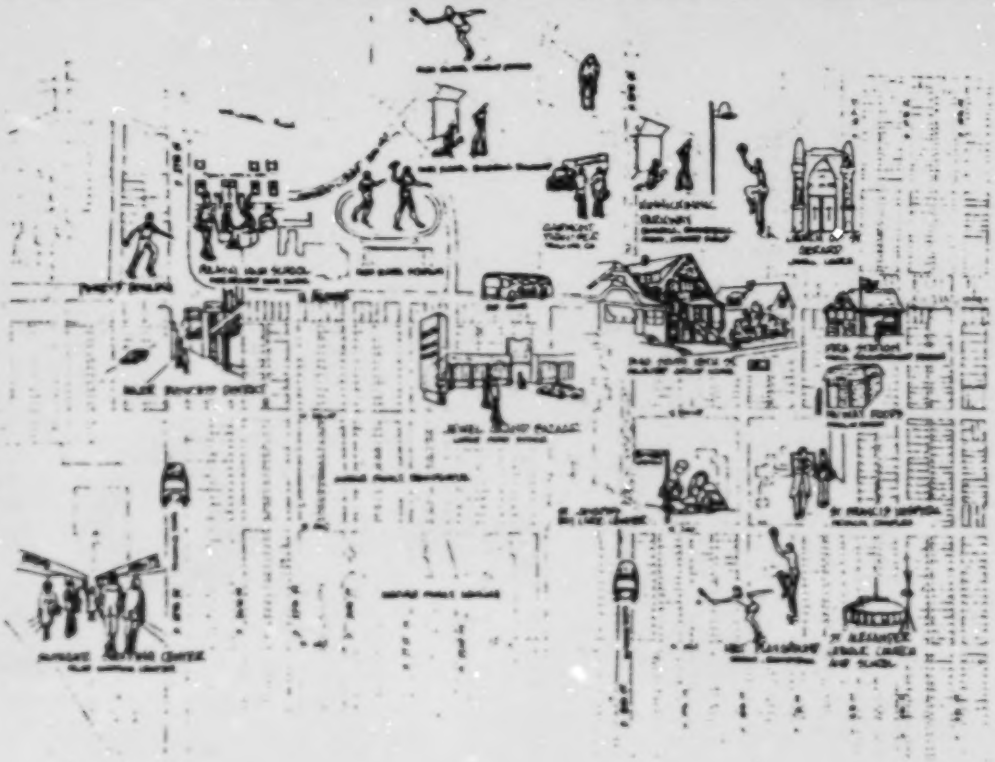



counselor's study



kitchen

living area



This shelter care was developed as the final phase of a comprehensive planning effort which involved a thorough inventory of urban neighborhoods and community resources.* This procedure was followed in order to evaluate the viability of the community structure in terms of shelter facility requirements and to locate potential building sites. These steps proved invaluable to the design phase in that very little reconstruction of the selected building was necessary. The renovation proposed by this scheme, however, would have a significant impact on the success of shelter programs and facility function.

*Designed by Richard Bast, Lynn Bichler, Scott Naylor, and Debbie Kolanowski.

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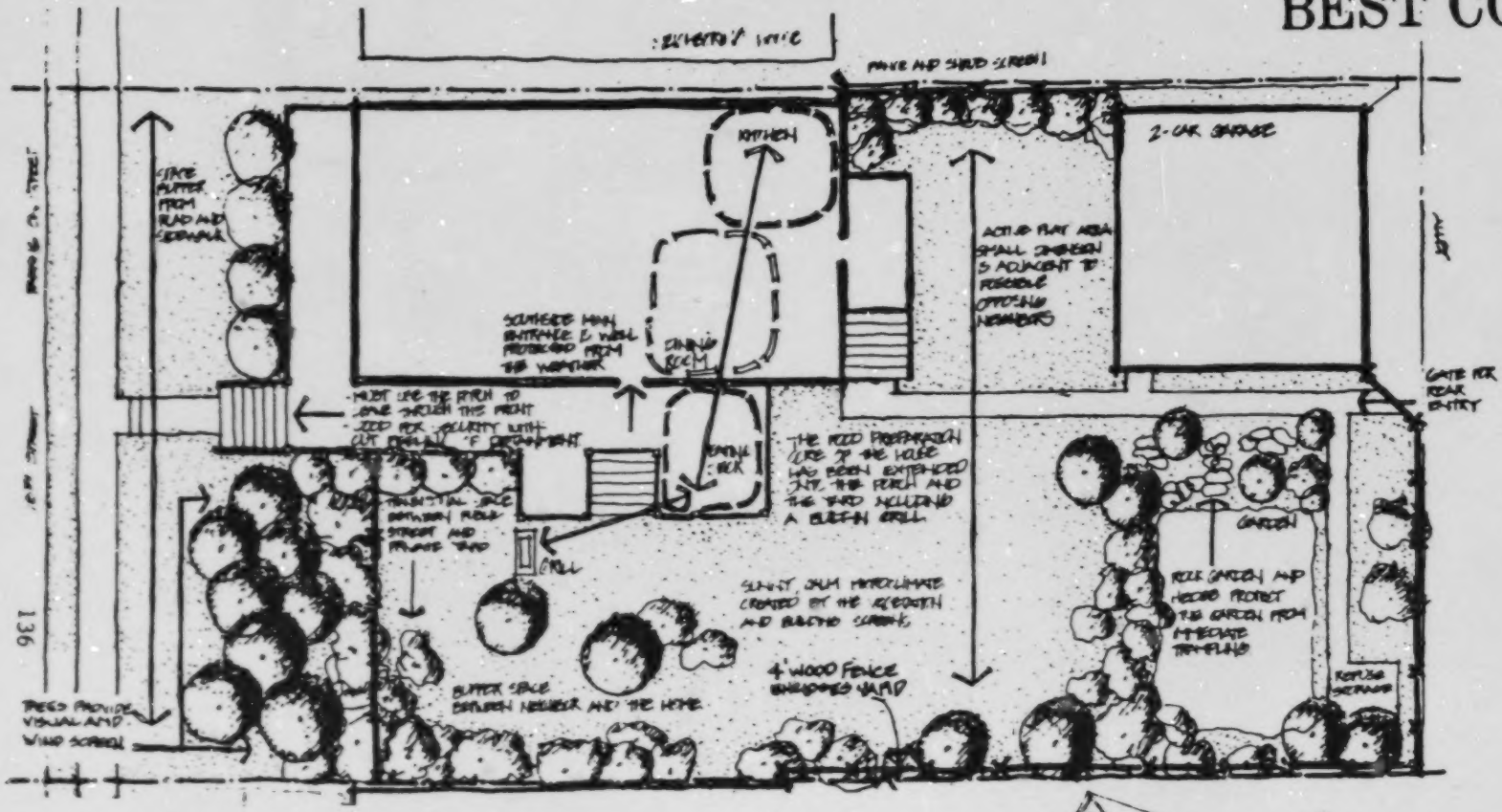


PROPOSED SITE

The project consists of renovating a house typical to many urban areas. It is notable, however, as a house which has been modified to provide admirably for the environmental and program needs of residents. The plans and attention to detail reflect a good understanding of shelter program necessities. For example, the planning process enabled the design team to identify a suitable residential structure with generous exterior space. These, combined with large deck areas added to the house, provide an increased opportunity for casual recreation, outdoor dining and other activities.

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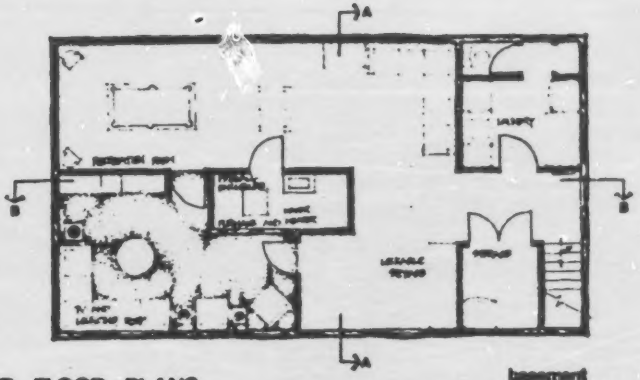
Circulation in and about the house involved rearranging the existing entry. The main door was moved from the front of the house to the side by adding a covered porch. This resulted in a central entry foyer around which various rooms could cluster. The addition of a second staircase simplified access to the second floor and allowed for male/female separation in the bedroom area and good fire egress. The house now seems less restrictive regarding the potential uses of space.

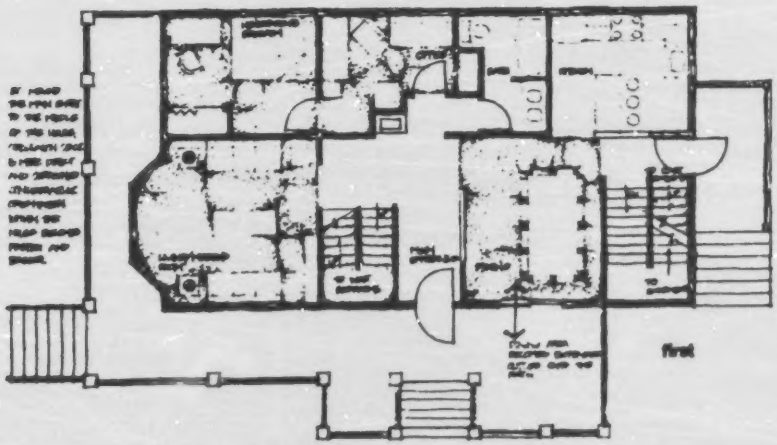
A feature much admired is the "swing" bedroom; the center bedroom which, by locking one of two



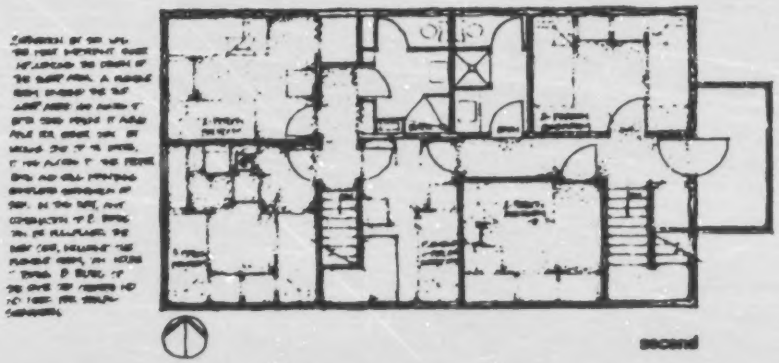


PROPOSED FLOOR PLANS

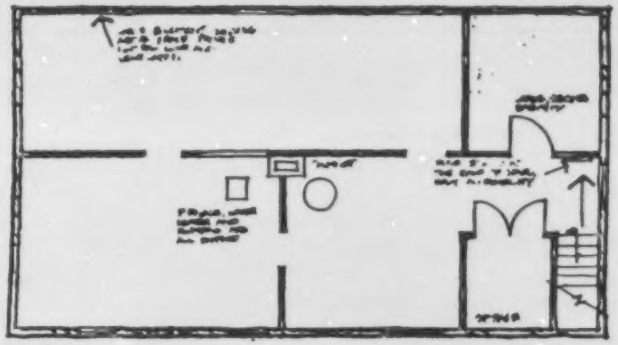
basement



first

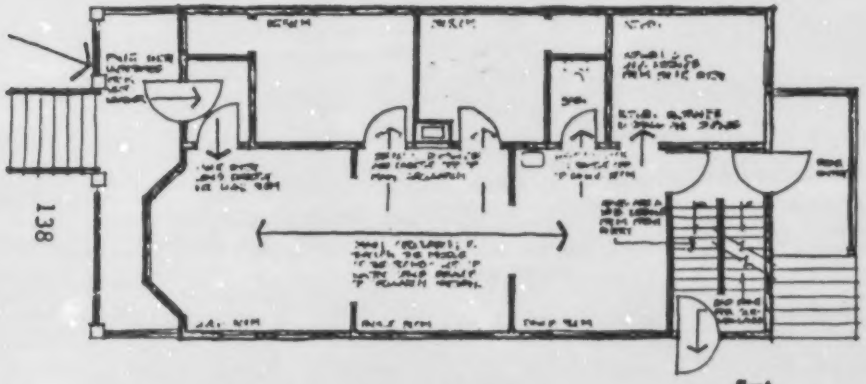


second

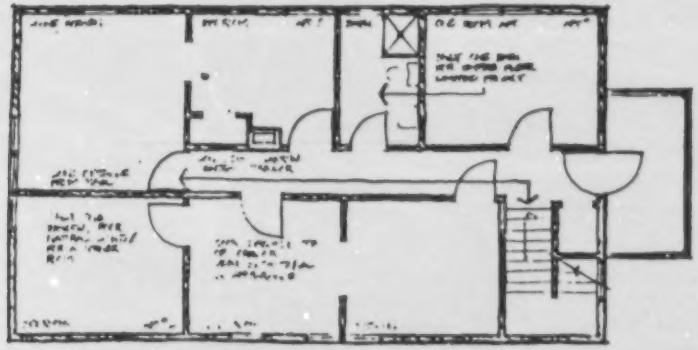


EXISTING FLOOR PLANS

basement



first



second



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doors, may be used by either males or females. A private bathroom for both sexes is provided and the swing bedroom has access to either side.

Active recreation and lounging areas are provided at the basement level. Their arrangement is excellent and windows permit adequate natural light and ventilation. This space should supplement quite well the living/dining space available at the entry level and allow for a greater range of activities.

It is apparent from the plans that minimal reconstruction was necessary to achieve a very

workable shelter care scheme. Preplanning and evaluation is the key. Projected acquisition, renovation and furnishings costs kept within reasonable limits (approximately $85,000 total) and a high degree of spatial utility and environmental quality were obtained. Integration of the shelter care facility into the existing neighborhood should also be simplified, thus benefiting the residents and program functions.

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COSTS

| | |
|---|---|
| Purchase Price | $50,900.00 |
| Renovations | $23,824.61 |
| Furnishings | $10,102.84 |
| Landscaping | $ 660.00 |
| GRAND TOTAL | $85,487.45 |

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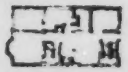
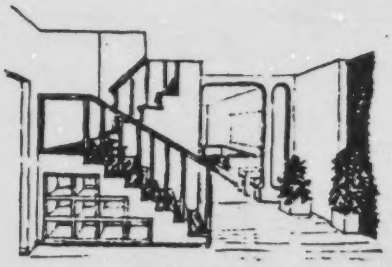
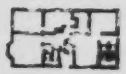
ENTRY

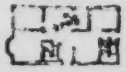


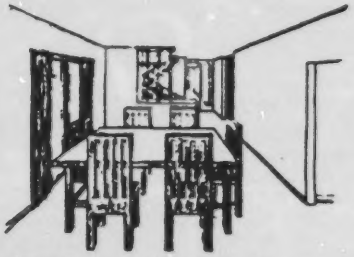


CIRCULATION

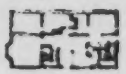


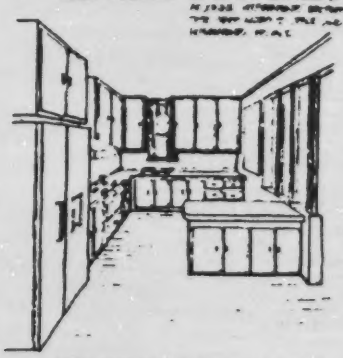
OFFICE



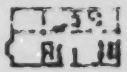


DINING

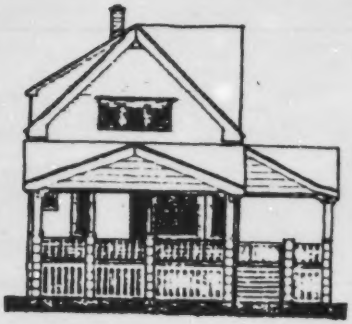




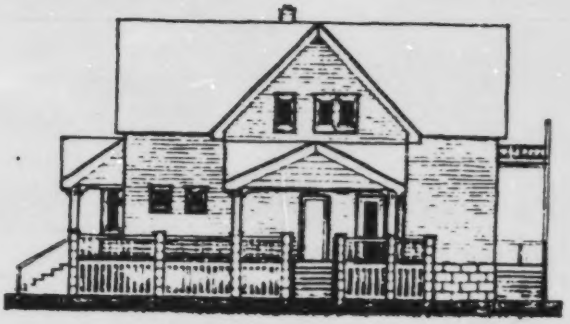
FOOD PREPARATION



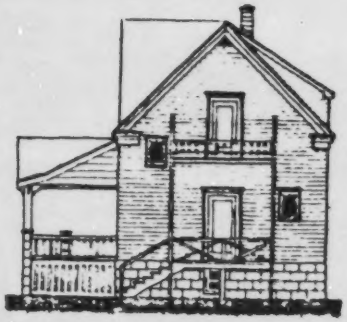
SLEEPING



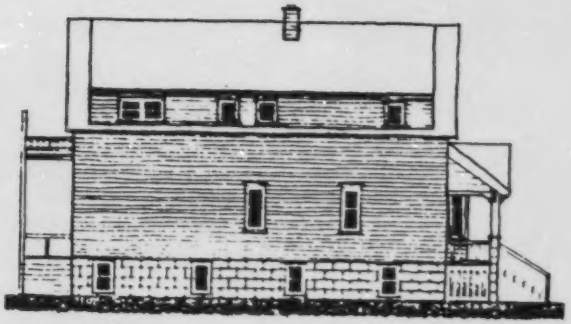
west



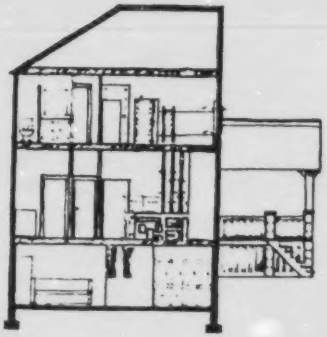
south



east



north



section A-A

section B-B

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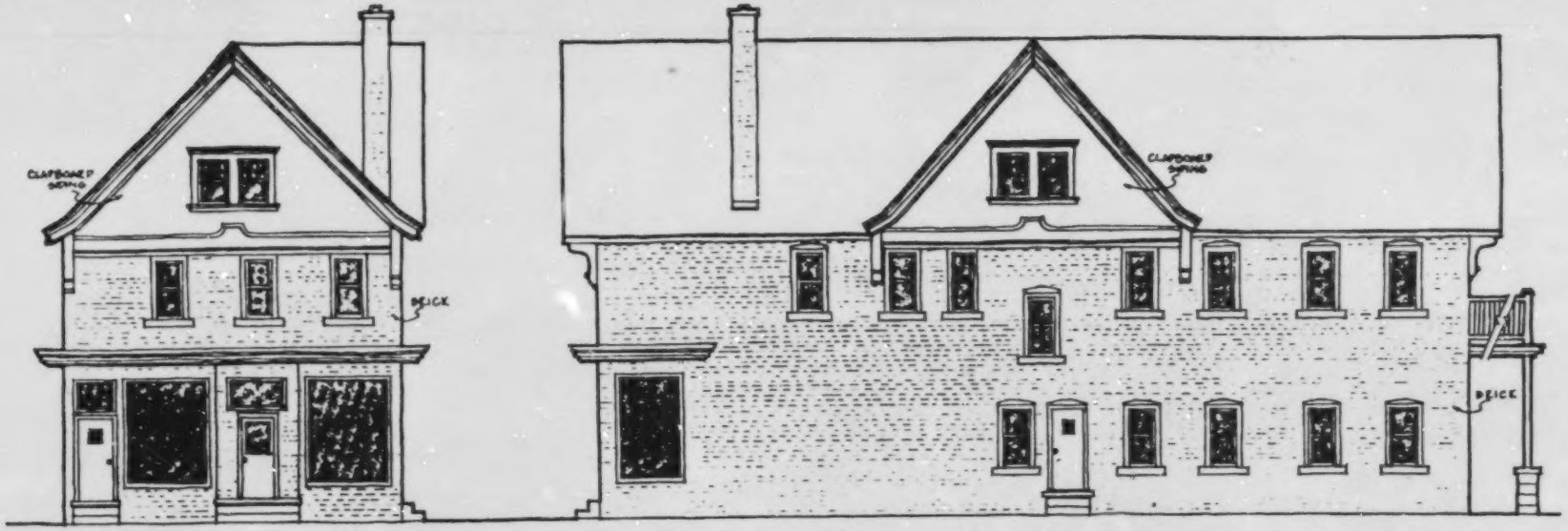


141

**SOUTH** **EAST**

The drawings above are the elevations of a corner grocery store with a living area above.* It is the type of building which was common to many neighborhoods years ago. The rear of the structure served as the residence of the family who operated the store while the second level became two apartments. This project proposes to convert the building into a shelter care facility, making good use of the large retail space for a number of activities. The location of the building is well-adapted to shelter purposes in that schools and recreation are nearby while the actual site is in a mixed-use area composed predominantly of residential units with some small scale commercial activity in close proximity. Job opportunities and familiar surroundings should enhance shelter care functions.

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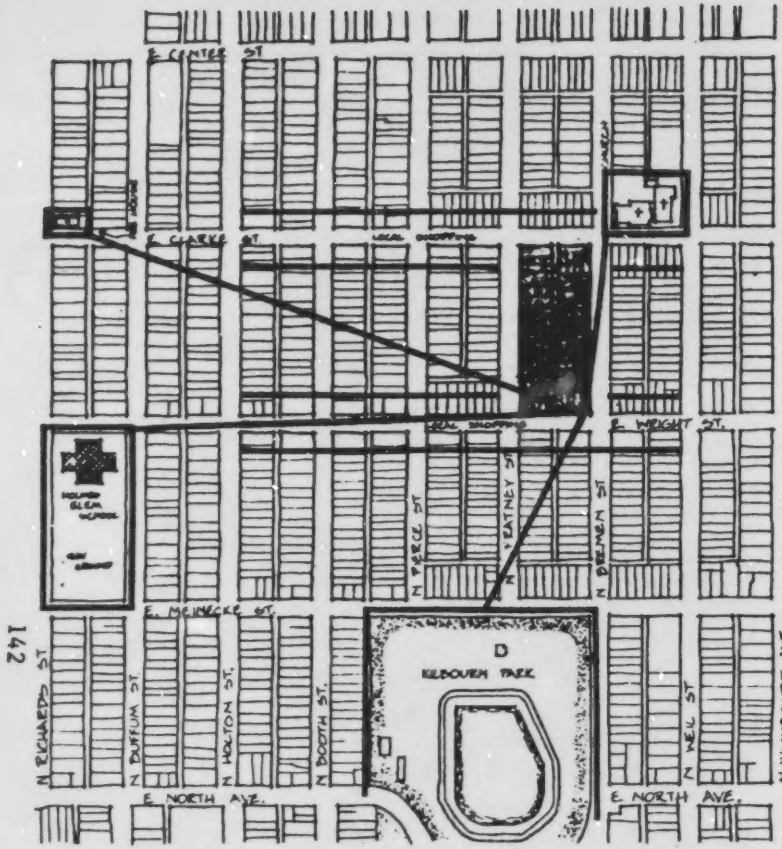
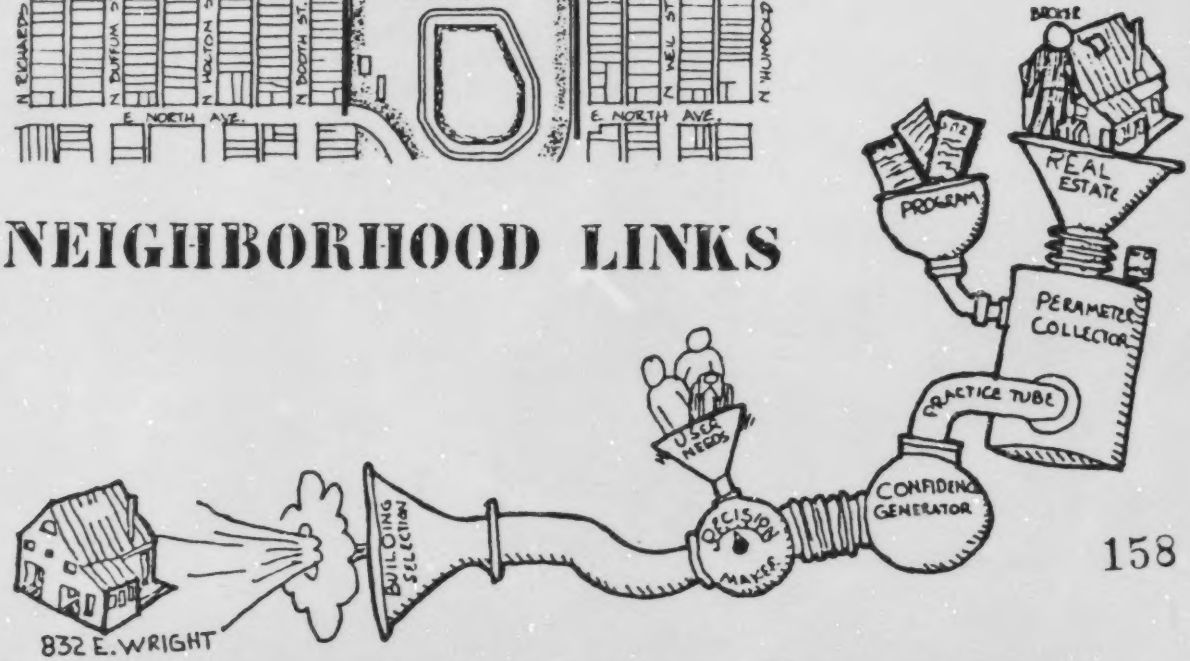
*Designed by Richard E. Dakich, James S. Davies, Harold P. Baker, and Randall K. Nass.




# BEST

# NEIGHBORHOOD LINKS



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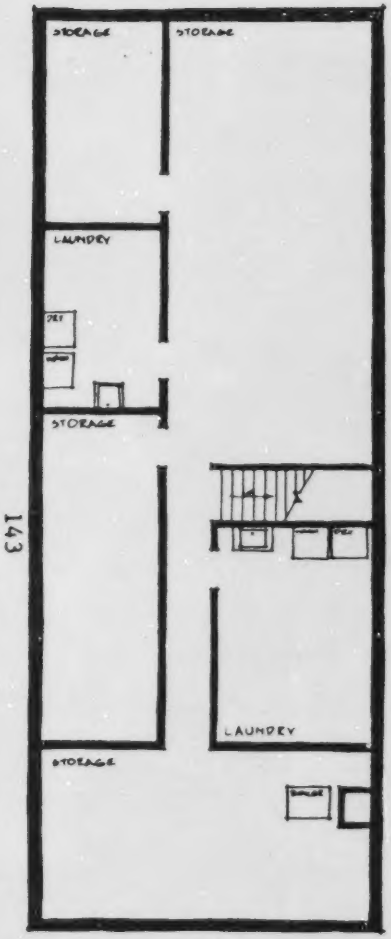
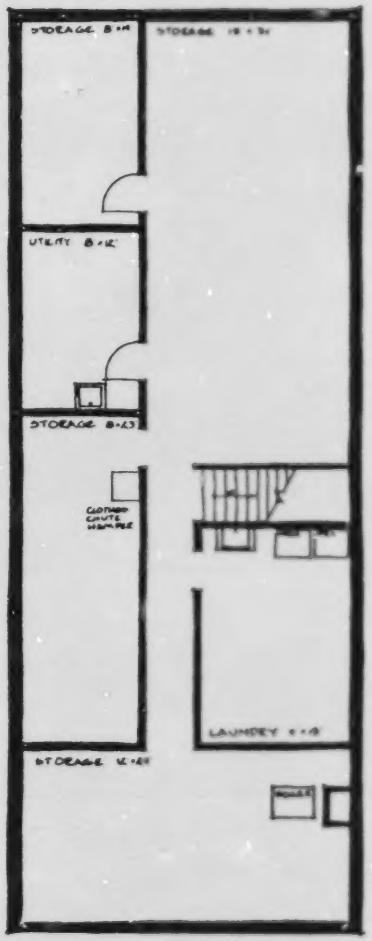
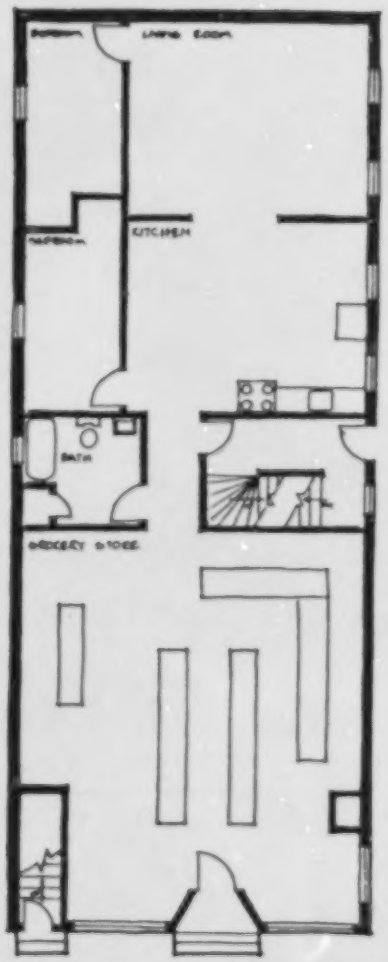



EXISTING




PROPOSED

# BASEMENT

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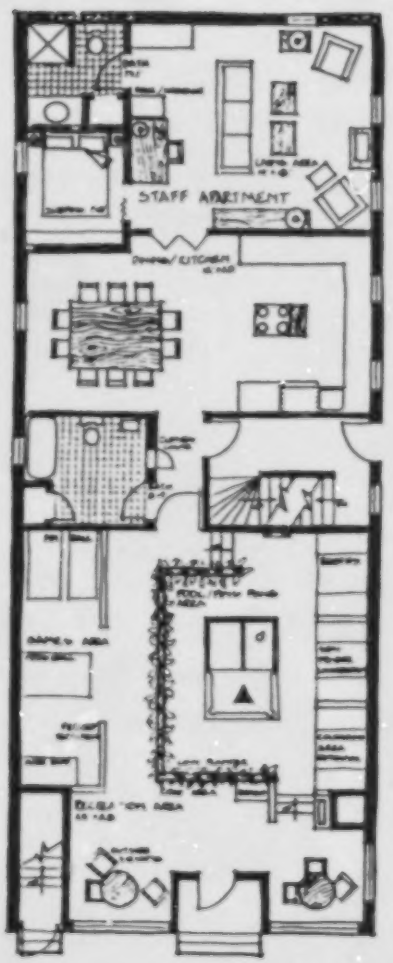


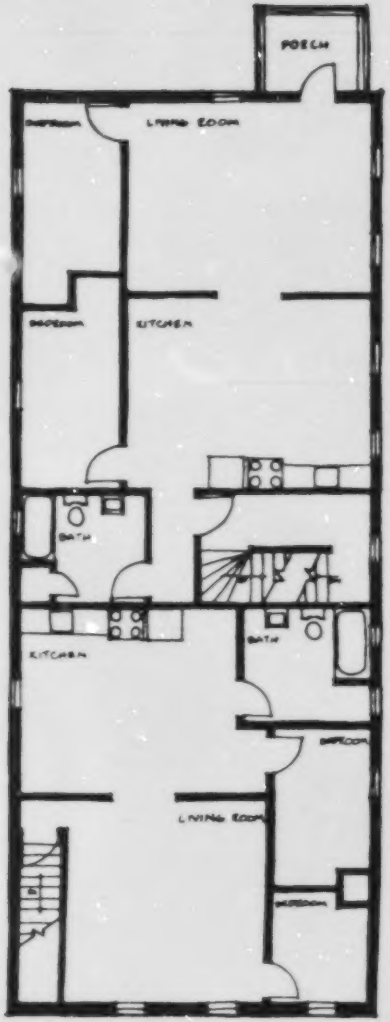

PROPOSED

# FIRST FLOOR

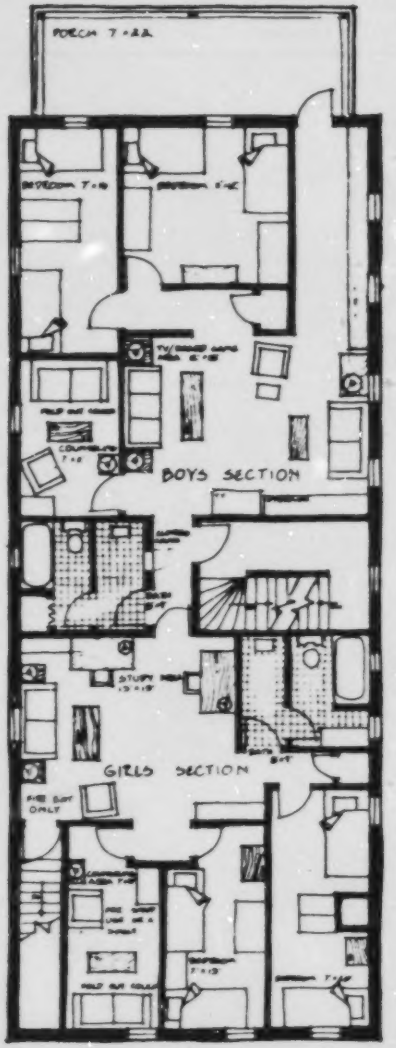
143

159

160




EXISTING




PROPOSED

The site and building selection process was essential to the design effort and potential success of the facility. A number of important points can be considered here. First, the ground floor remains almost intact. The retail space becomes a generous activities area which is designed to accommodate counseling and both passive and active recreations with little interruption. The former residence at this level connected to the retail space is slightly rearranged to provide a residential type kitchen/dining area as well as a small staff apartment.

The second level was easily organized into boys and girls areas utilizing the existing apartments. A notable feature of this plan is the use of small independent living areas attached to both the boys and girls sides. This arrangement will permit casual lounging by either group away from the central activities space and without interference between groups. This is an extremely appropriate development which increased the versatility of the general plan while providing adequate control of the separate groups at night. Separate stairways permit good emergency egress.

The counseling rooms incororated into this scheme can be used as a spare bedroom during a crunch. However, the addition of these rooms considerably limited the room size of the remaining bedrooms. The flexibility of bedrooms in terms of boy/girl occupation is also somewhat limited.

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161 **SECOND FLOOR**

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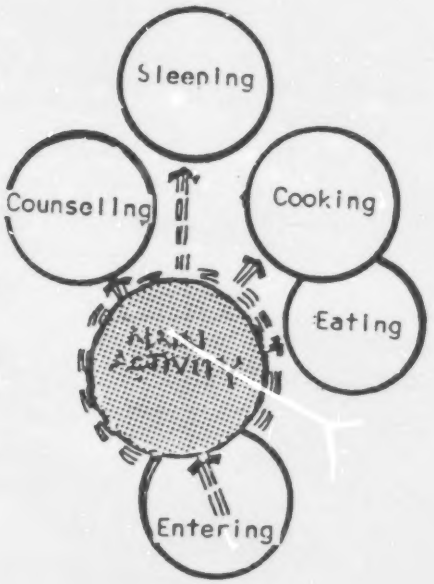
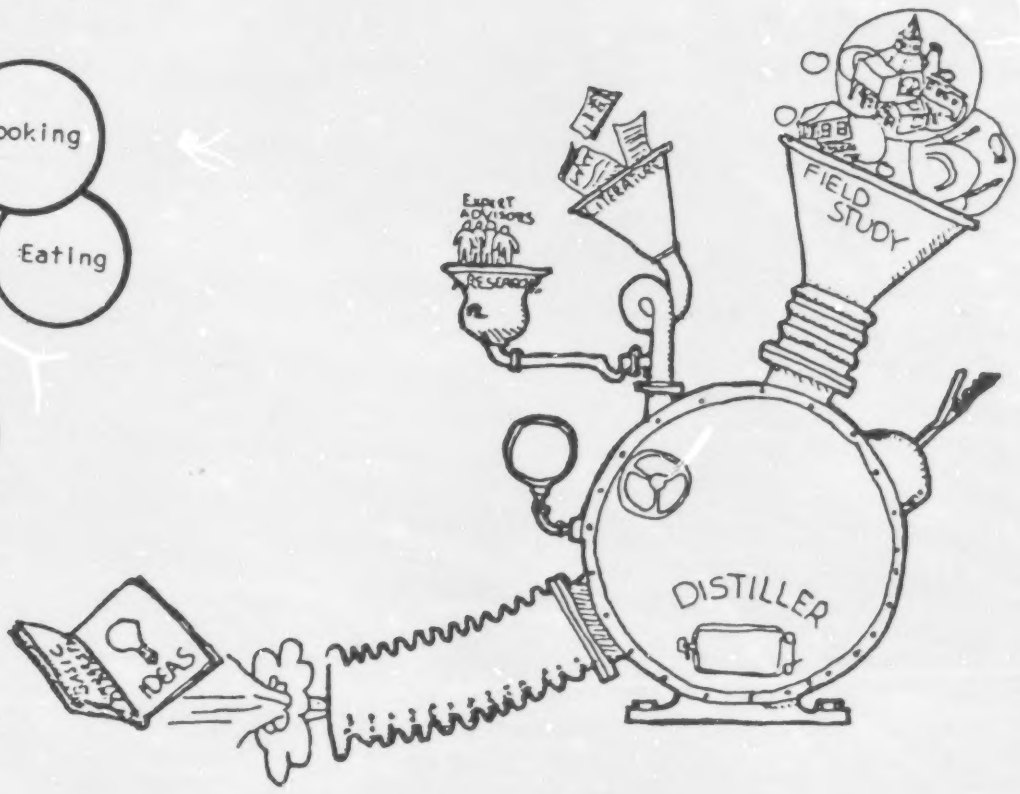
A final point worth mentioning here is that the design utilizes only two floors, though four were available. This is a worthwhile concession to the requirements of supervision, especially in an urban setting. The basement is unsuitable for living activities, and enough room existed on the first and second floor levels to satisfy the requirements of shelter care.

This cost efficient design is a practical solution resulting from an excellent analysis effort. The living spaces can be used to full measure for everyday program and activity functions.





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COSTS

Property Value . . . . . $51,000
Renovations . . . . . $17,381
Furnishings . . . . . $12,960 (New)

GRAND TOTAL $81,331

156

*"I couldn't have finished it without federal matching funds."*

NOTES

It is interesting to observe the variety of spatial arrangements which evolve when the attempt is made to insert a very specific sort of activity, in this case shelter care, into very different building types. Even though each design started with the same base, separate structural forms were chosen for renovation: one story dwellings, a large, three level house, and a corner grocery store. We see in each instance that, regardless of the initial space configuration as defined by the existing structure, it is possible to develop spaces suitable to a successful shelter care program. We should be encouraged that such potential exists in community structures all around us.

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Of particular note is the fact that with a little care, investigation and planning at the start, we should be able to come up with buildings that are almost ready-made for shelter care purposes. Of course some juggling of diagrams indicating preferred spatial relationships is inevitable, but these projects show that a bit of give and take can still result in very satisfying buildings. The first design took two small houses and combined them in such a way as to create more usable area than existed previously. The final arrangement remains exceptionally home-like. The second and third designs reveal that different buildings yield different spaces. The single-family dwelling project rearranged circulation in the existing structure to achieve maximum spatial utility while making few other changes in the existing layout. The final product contains well-defined places for various functions. The grocery store proposal, on the other hand, takes the same ground rules used by the other contestants and shuffles them around in order to minimize reconstruction while creating an environment suitable to shelter care operations. The main activity area serves many functions, and the spaces are flexible. A different type of living pattern may result, but residential living can follow many variegated routes with equal success.

In the final analysis, it seems that innumerable buildings out there present immeasurable opportunities for renovation. And even though some change may be necessary depending on the structures which are available in each case, these variations are perhaps more minor than imagined.

SUGGESTED READINGS


Community Alternatives. Arthur D. Little, Inc. Office of Juvenile Justice and Delinquency Prevention, Washington, D.C., 1978.

Community Transition in Youth Rehabilitation. Lathan, A. University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106, 1976.

Directory of Halfway Houses and Group Homes for Troubled Children. State of Florida, Department of Health and Rehabilitative Services, Division of Youth Services, 1317 Winewood Boulevard, Tallahassee, FL 32301.

Five Models of Foster Family Group Homes. Lawder, Elizabeth A., Roberta G. Andrews, Jon R. Parson. Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003, 1976.

Handbook for Group Home Developers. Kolski, A. Female Offenders Program of Western Pennsylvania, Inc., 906 Fifth Avenue, Pittsburgh, PA 15219, 1978.

Justice for Children: How to Set Up A Group Home. National Council of Jewish Women, 1 West 47th Street, New York, NY 10036, 1973.

Juvenile Detention and Alternatives in Florida. John Howard Association. Council of State Governments, PO Box 11910, Lexington, KY 40511, 1973.

Planning and Design for Juvenile Justice. U.S. Department of Justice, Law Enforcement Assistance Administration, privately printed, 1972, p. 75.

Residential Environments for the Juvenile Justice System. National Office of Social Responsibility, Washington, D.C., 1979.

Shelter Care for Court and Community. Norman Sherwood, National Council on Crime and Delinquency. 411 Hackensack Avenue, Hackensack, NJ 07601.

Standards Relating to the Architecture of Facilities. Cambridge, MA: Ballinger Publishing Company, 1977.

Task Force Report on Juvenile Justice and Delinquency Prevention. Washington, D.C.: Law Enforcement Assistance Administration, 1977.

# COMMUNITY SERVICES INVENTORY

## GENERAL

1. Agency/organizational name: _____

_____
(street)

_____
(city)

_____
(telephone)

_____
(director/representative)

2. Geographical jurisdiction (county, etc.): _____

_____

3. Purpose of agency/organization: _____

_____

_____

4. Future activities or projects if different than above: _____

_____

_____

## FUNDING

5. Funding support source (Federal, state, local, other): _____

_____

6. Funding level (in dollars): _____

7. Funding period (year-to-year, 2-year, permanent, etc.): _____

_____

8. Staffing:
   Professional FT: _____
   PT: _____
   Clerical FT: _____

PT: _____
Paraprofessional: _____
Volunteers: _____
TOTAL STAFF: _____

9. Average number of staff present at any given time: _____

10. Projected staff increase or decrease (over next 5 years): _____

OPERATIONS

11. Provide general overview of organizational activities: _____

_____

_____

12. Clientele served (inmates, families, victims, witnesses, other):

_____

_____

13. Where is service performed (percentage): Office: _____
Jail: _____
Courts: _____
Homes: _____
Other: _____

14. How is service conducted? Personal contact: _____
Telephone: _____
Other: _____

15. What are service fees (how determined): _____

_____

_____

16. Contact with other agencies/organization (list in order of frequency):

| Agency | Contact (daily, weekly, etc.) |
|---|---|
| 1. _____ | _____ |
| 2. _____ | _____ |

3. _____ _____

4. _____ _____

5. _____ _____

17. Additional agency comments: _____

_____

_____

18. Agency comments: _____

_____

_____

COMMUNITY SERVICES INVENTORY
PROGRAM INVENTORY*

Program name: _____ _____
phone

Program address: _____

_____
city state zip

Program director: _____ _____
title

Staff support: Number: _____ / _____ / _____
professional support volunteer

List professional skills held by staff: _____

_____

_____

Funding sources: LEAA _____ HEW _____
LEAA State Planning Agency _____ United Way _____
Public contributions _____ Private foundations _____
Corporate funding _____ Local government _____
State government _____ Other (specify) _____

(check all appropriate and give percentage, if available)

Total annual budget _____

Client population (give a close approximation of number or percent)

Total _____ Male _____ Female _____
Black _____ White _____ Hispanic _____ Other _____
Under 12 _____ 12-16 _____ 16-18 _____ 18 and over _____

Client categories (give a close approximation of number or percent)

Truant/school problems _____ Runaways _____
Incorrigible/family problems _____ PINS/JINS/CINS _____
Dependent/neglected/abused _____ Pre-delinquent _____
Delinquent _____ Unlabeled/normal _____

_____

*National Council on Crime and Delinquency.

What community agencies cooperate with the program and what service do they provide?

Agency Name | Services Provided

_____ _____

_____ _____

_____ _____

What part, if any, do volunteers play in the program?

Number participating _____

Services provided _____

_____

How are youth participants involved in the decision-making process? _____

_____

_____

Are brochures and/or materials describing your program available for our files? If so, would you please enclose them when returning this form.

Would you give consent to an on-site visit by an NCCD representative?
_____ yes _____ no

# # #

What category(ies) define the overall program?

Primary detention _____ Treatment _____
Rehabilitation _____ Diversion _____
Community alternatives to incarceration _____
Community services to all youths _____

Define the term "status offender" in your state: _____

_____

_____

What was the stimulus for initiation of this program? _____

_____

_____

How long has the program been in operation? _____

When a client is discharged from the program, what changes have occurred?

_____

_____

Give a narrative description of the program, highlighting its distinguishing characteristics. _____

_____

_____

_____

_____

Has the program been formally evaluated? _____
yes or no

If so, please give the name of the evaluator, form of evaluation and results.

_____

_____

_____

_____

Referral Sources (give a close approximation of number or percent)

| | | |
|---|---|---|
| Self _____ | Outreach _____ | Schools _____ |
| Police _____ | Courts _____ | Corrections _____ |
| Probation _____ | Other (specify) _____ | |

Description of services (check all provided)

| | | |
|---|---|---|
| Day care _____ | Recreation _____ | 24 hour hotline _____ |
| Emergency shelter _____ | Crisis intervention _____ | |
| Vocational education _____ | Job placement _____ | |
| Individual counseling _____ | Family counseling _____ | |

| | | |
|---|---|---|
| Tutoring _____ | Financial aid _____ | Legal counseling _____ |
| Research _____ | Field trips _____ | Advocacy _____ |
| Referral _____ | Peer counseling _____ | Group counseling _____ |

Please use the remaining space to describe any other services or unique features of those checked above.

COMMUNITY SERVICES INVENTORY
ALTERNATIVES TO DETENTION QUESTIONNAIRE

1. Name of facility _____

2. Name of person interviewed _____

3. Position of person interviewed _____

4. DHS administered program _____ yes _____ no

5. Operated on contract with DHS? _____ yes _____ no

   Explain terms of contract, including financial arrangement:

   _____

   _____

   _____

6. Accepts youths referred from Detention Center but does not receive remuneration from DHS? _____ yes _____ no

7. Capacity of alternative to detention program _____

8. Number of youths served in alternative program during previous 12 month period _____

9. Average daily population of alternative program during previous 12 month period _____

10. Average length of stay in alternative to detention program _____

11. How many youth have been refused admittance to the program in the last year merely because it was filled to capacity? _____

12. How many staff are employed in the alternative program? _____

    Please give a brief description of each position and the number of persons holding each position. _____

    _____

    _____

    What is the annual budget for the alternative program? _____

13. Is the program residential? _____

14. Are the doors to the program kept locked at all times: _____

15. Are the entrances and exits under the exclusive control of staff?
_____

16. Are residents sometimes allowed to be away from the program without staff supervision? _____

Please explain the circumstances under which this might occur.

_____

_____

_____

17. Does the alternative program have the option of returning the youth to the detention center without a court order? _____

18. Does the alterntative program need a court order before a child can be accepted in the program? _____

19. Can detention center intake workers send a youth to the alternative prior to his first court hearing? _____

20. What are the intake criteria for this program? _____

_____

_____

_____

21. The following are characteristics of children who are often detained in the Detention Center. Please tell me if a child exhibiting each characteristic would be accepted into your program--answer yes, no, don't know (alternative to detention programs include emergency foster homes).

| | Yes | No | Don't Know |
|---|---|---|---|
| a. Child refuses to talk about his problem | ( ) | ( ) | ( ) |
| b. Child states that he will run away if he is released from the detention center | ( ) | ( ) | ( ) |
| c. Child states that he will never return to his parents' home | ( ) | ( ) | ( ) |

| | Yes | No | Don't Know |
|---|---|---|---|
| d. Child has run from home one time and has never been placed in an alternative to detention program | ( ) | ( ) | ( ) |
| e. Child has run from home two or more times but has never run from an alternative to detention program | ( ) | ( ) | ( ) |
| f. Child has run from home two or more times and has also run from an alternative to detention program | ( ) | ( ) | ( ) |
| g. Child has been placed in this alternative to detention program before and has either run away or caused disruption in the program through acting-out behavior | ( ) | ( ) | ( ) |
| h. Child threatens to commit suicide | ( ) | ( ) | ( ) |
| i. Child has received medical attention after attempting to inflict bodily harm upon himself | ( ) | ( ) | ( ) |
| j. Child exhibits bizarre behavior which seems to indicate an emotional problem | ( ) | ( ) | ( ) |
| k. Child is younger than 13 years old and needs emergency shelter because of a dependency or neglect action against his parents | ( ) | ( ) | ( ) |
| l. Child states that he wants to stay in the detention center | ( ) | ( ) | ( ) |
| m. Child has run away from community-based treatment program such as DHS group homes | ( ) | ( ) | ( ) |
| n. Child has run away from institutions such as Ormsby Village, or Danville Youth Development Center | ( ) | ( ) | ( ) |

| | Yes | No | Don't Know |
|---|---|---|---|
| o. Child is intoxicated with alcohol or drugs | ( ) | ( ) | ( ) |
| p. Child is a behavior problem in school | ( ) | ( ) | ( ) |
| q. Child cuts classes and sometimes cuts school | ( ) | ( ) | ( ) |
| r. Child fights a lot with brothers and sisters | ( ) | ( ) | ( ) |
| s. Child refuses to help around the house | ( ) | ( ) | ( ) |
| t. Child steals from parents | ( ) | ( ) | ( ) |
| u. Child has few or no friends his own age | ( ) | ( ) | ( ) |
| v. Child is aggressive, gets in many fights | ( ) | ( ) | ( ) |
| w. Child gets in trouble because of sexual behavior | ( ) | ( ) | ( ) |
| x. Child is withdrawn | ( ) | ( ) | ( ) |
| y. Child has temper tantrums | ( ) | ( ) | ( ) |
| z. Child lies a lot | ( ) | ( ) | ( ) |
| $a_2$. Child is easily influenced by others | ( ) | ( ) | ( ) |
| $b_2$. Child is immature for age | ( ) | ( ) | ( ) |
| $c_2$. Child demands a lot of attention | ( ) | ( ) | ( ) |
| $d_2$. Child has a misdemeanor or public offense pending in juvenile court | ( ) | ( ) | ( ) |
| $e_2$. Child has a felony against property offense pending in juvenile court | ( ) | ( ) | ( ) |
| $f_2$. Child has a felony against persons offense pending in juvenile court | ( ) | ( ) | ( ) |

22. What do you think the strengths are of this program? _____

_____

_____

_____

_____

23. What do you think are the weaknesses of this program? _____

_____

_____

_____

_____

24. When you consider the full range of alternative to detention programs in Jefferson County, what are your thoughts about their utilization? What services are still needed in our community? _____

_____

_____

_____

_____

_____

_____

_____

# IN-HOME DETENTION GUIDELINES

## HOME DETENTION PROGRAM*

Only youths eligible for secure detention according to secure detention criteria can participate in this program. The following are the procedural requirements necessary for the Home Detention Program.

1. The youth will first be placed in a secure detention facility according to the criteria for such placement.

2. The youth would be brought to the Juvenile Court and a detention hearing held within 36 hours.

3. The requirements for finding probable cause and immediate and urgent necessity must be met or, the minor will agree to waive the detention hearing.

4. There must be an order or protection to accompany the petition.

5. The request for the decision for home detention must be made at the detention hearing, preferably with an agreement between the parties before the hearing.

6. There must exist a suitable place for the youth to be placed in home detention.

7. All parties must agree to the home detention program, preferably as negotiated before the hearing.

8. The Juvenile Court Judge must agree to home detention and place the youth on home detention with a written order.

9. Physical checks made by the juvenile staff of the department should not be made inside the residence of the youth, but rather at the door, by telephone, or in a public place, such as the school or the place of employment.

10. The order shall be signed by the Juvenile Court Judge, the youth and the parent/guardian.

11. The States Attorney must be willing to prosecute in the event that the youth violates the order. The charge will be contempt of court.

---

*Bolingbrook Police Department, Bolingbrook, Illinois.

12. Home detention will not be ordered against the agreement of any of the parties, therefore a waiver to the home detention order or detention hearing is an important aspect of the program.

The Juvenile Officer will meet with the youth and parents as soon as possible and assess the situation in an effort to determine if home detention is a desired option pending court. If the parties involved agree to the conditions of the program, the youth in secure detention will appear at Juvenile Court at the earliest possible date, not to exceed 36 hours. At the detention hearing the recommendation for home detention is brought before the court officials and if all parties involved agree, and if the Juvenile Court judge grants permission, the youth will be placed on home detention. The home detention contract will be signed by the youth, the parent/guardian, the intake officer and the appropriate officer of the Juvenile Court.

The home detention period is not to exceed ten judicial court days or as specified by the Juvenile Court Judge, pending the adjudicatory hearing.

The youth and the parent/guardian will be voluntarily bound to abide by the conditions of the home detention contract. The agreement calls for a face to face visit three times daily with the youth and at least one daily contact with the parent/guardian and the school which the youth attends if applicable. This contact will be made by a representative of the Juvenile Division and its occurrence will be documented. Such documentation will be entered in the youth's file. If the juvenile violates this contract, the intake worker has the discretion to bring the case back to Juvenile Court. When the youth appears at his/her adjudicatory hearing, the home detention contract becomes null and void unless specifically extended by the Juvenile Court Judge.

BOLINGBROOK POLICE DEPARTMENT

HOME DETENTION ORDER/WAIVER

I, _____, will obey the rules of this Home Detention Order that are checked below. I further agree to obey the laws of this community, keep appointments on time, and cooperate with my parent(s), Home Detention worker, and Probation Officer or Social Worker as part of this order. I understand that breaking any of these rules could cause me to return to the Juvenile Court.

RESIDENCE

_____ 1. I will remain at my place of residence at all times of the day and night.

_____ 2. I will leave my residence only during school hours, ____to _____, and come directly home after school.

_____ 3. I will leave my residence only during work hours, ____to_____, and come directly home after work.

_____ 4. I will leave my residence only when my parent(s), Home Detention worker, or Probation Officer are with me.

_____ 5. I will leave my place of residence only with the permission of my parent(s), and Home Detention worker.

HOURS

____ 6. I will obey the hours set forth on a daily basis by my parent(s) and Home Detention worker.

SCHOOL/WORK

_____ 7. I will attend school and all of my classes every day. I will do my work and not misbehave or interfere with the education of others while there. I will attend school every day unless my parent(s) and Home

Detention worker give me permission to remain at home because of illness.

_____ 8. I will have school slips signed daily and turn them in to my Home Detention worker.

_____ 9. I will be at work every day and not misbehave or interfere with other workers or customers while there. I will be at work every day unless my parent(s) and Home Detention worker give me permission to remain at home because of illness.

DRIVING

_____ 10. I will not drive a car or other motorized vehicle.

ASSOCIATES

_____ 11. I will participate in activities with other persons only if given prior permission by my parent(s) and Home Detention worker.

_____ 12. I will not associate with persons whom my parent(s) and Home Detention worker prohibit me from seeing.

ACTIVITIES

_____ 13. I will not ingest mood-altering chemicles of any type unless they have been specifically ordered by a physician.

This contract will be in effect from _____ until further order of the court.

_____ _____

JUVENILE HOME DETENTION WORKER

As the parent/guardian, I understand the conditions of this contract and agree to cooperate with the Home Detention worker in its enforcement.

_____

PARENT(S) /GUARDIAN

164

_____

PARENT(S) /GUARDIAN

_____

COURT OFFICIAL

HOME DETENTION DAILY CONTACT CALENDAR

All five contact blocks must be noted daily

| | YOUTH | YOUTH | YOUTH | SCHOOL | PARENTS |
|---|---|---|---|---|---|
| | CONTACT 1 | CONTACT 2 | CONTACT 3 | CONTACT 4 | CONTACT 5 |
| DAY 1 | | | | | |
| DAY 2 | | | | | |
| DAY 3 | | | | | |
| DAY 4 | | | | | |
| DAY 5 | | | | | |
| DAY 6 | | | | | |
| DAY 7 | | | | | |

APPENDIX IV-1

## IN-HOME DETENTION GUIDELINES

This order will be in effect from _____ to _____.

The next hearing will be: pre-trial, trial or disposition. (circle one)

NAME: _____ PHONE: _____

HOME ADDRESS: _____ BIRTH DATE: _____

I understand that the court has ordered that I be allowed to remain at home instead of being confined in the Detention Center. I understand that if I violate this order I will be immediately apprehended and detained for a court hearing. I understand that while on Home Detention I cannot be out of my home unless I am with my parents, P.O., or Volunteer, except to attend school or work.

This order has been explained to me and I understand it.

_____
Child's signature

I understand that the court has ordered _____ to
child's name
be in my custody while on Home Detention. I understand my duty to immediately notify the Home Detention Volunteer, Probation Officer or Detention Coordinator of any violation of this order.

This order has been explained to me and I understand it.

_____
Parent/guardian signature

Special Conditions:

_____

_____

_____

| Home Detention Volunteer | Probation Officer | Detention Coordinator |
|---|---|---|
| _____ Name | _____ Name | _____ Name |
| _____ Phone | _____ Phone | _____ Phone |

APPENDIX IV-1

VOLUNTEER HOME DETENTION PROGRAM

DAILY CONTACT LOG

BEST COPY

CHILD'S NAME: _____ VOL'S NAME: _____

PHONE NO: _____ REVIEW DATE: _____

TYPES OF CONTACT: P = PERSONAL S= SCHOOL T = TELEPHONE PTS. = PARENTS

| Date | Type Contact | COMMENTS |
|---|---|---|
| | | |
| | | |
| | | |

APPENDIX IV-1

## VOLUNTEER HOME DETENTION PROGRAM

## VOLUNTEER'S SUMMARY

Child's Name _____ Volunteer's Name _____

Dates of Home Detention: From _____ To _____ (review date)

Number of Face-to-Face Contacts: _____ Average Length: _____

Number of Phone Contacts: _____ Number of Other Contacts: _____

Comments: _____

_____

| | Excellent | Good | Fair | Poor | Not Applicable |
|---|---|---|---|---|---|
| Attitude of Child to Mother | _____ | ____ | ____ | ____ | _____ |
| Child to Father | _____ | ____ | ____ | ____ | _____ |
| Attitude of Mother to Child | _____ | ____ | ____ | ____ | _____ |
| Father to Child | _____ | ____ | ____ | ____ | _____ |
| Attitude toward Home Detention Volunteer | _____ | ____ | ____ | ____ | _____ |
| Attitude of Child Toward School | _____ | ____ | ____ | ____ | _____ |
| Attendance at School | _____ | ____ | ____ | ____ | _____ |

Comments: _____

_____

Conditions of Order Fulfilled/Conditions of Order Violated (list specific violations):

_____

_____

_____

Overall Behavior/Recommendation: _____

_____

_____

Please return this form--<u>one day</u> before the review data to: 480 St. Peter Street, St. Paul, MN 55101.

_____ _____

Date Signature of Volunteer

IN-HOME DETENTION GUIDELINES

scyfsc

South Central Youth and Family Services Commission
203 E. Fourth Ave./P.O. Box 355/Indianola, Iowa 50125/515-961-8421

## IN-HOME SUPERVISION AGREEMENT

I, _____, will obey the rules of this In-Home Supervision Agreement which are checked below. I further agree to obey the laws of this community, keep appointments on time, and cooperate with my parent (s), Home Monitor and Probation Officer or Social Worker as part of this Agreement. Others involved are making committments aimed at helping our situation improve. Violations of this contract could cause a restaffing to determine consequences.

### Residence

_____ 1. I will remain at my place of residence at all times of the day and night.

_____ 2. I will leave my residence only during school hours, _____ to _____ and come directly home after school.

_____ 3. I will leave my residence only during work hours _____ to _____ and come directly home after work.

_____ 4. I will leave my residence only when my parent (s), Home Monitor or Probation Officer/Social Worker is with me.

_____ 5. I will leave my residence only on weekends and only with the permission of my parent (s) and Home Monitor or Probation Officer/Social Worker.

_____ 6. I will leave my place or residence only with the permission of my parent (s) or Home Monitor or Probation Officer/Social Worker.

### Hours

_____ 7. I will obey the hours set for me on a daily basis by my parent (s), Home Monitor or Probation Officer/ Social Worker.

_____ 8. If given the permission of my parent (s), Home Monitor or Probation Officer/Social Worker to leave my residence, I will return to my residence no later than the following curfew: Sunday through Thursday_____
Friday and Saturday _____

CENTER
203 E. Fourth Ave
P.O. Box 355
Indianola, IA 50125
515-961-8421

GROUP HOME
1403 Warford
Perry, IA 50220
515-465-5628

OUT-REACH WORKERS
Adair County
101½ E. Jefferson
Winterset, IA 50273
515-462-3285

Dallas County
1403 Warford
Perry, IA 50220
515-465-2233

Guthrie County
1403 Warford
Perry, IA 50220
515-465-2233

Madison County
101½ E. Jefferson
Winterset, IA 50273
515-462-3285

Marion County
P.O. Box 191
Knoxville, IA 50138
515-842-5220

Warren County
P.O. Box 355
Indianola, IA 50125
515-961-8421

IN-HOME SUPERVISOR
P.O. Box 355
Indianola, IA 50125
515-961-8421

IN-HOME SUPERVISION AGREEMENT

School/Work

_____ 9. I will attend school and all my classes every day; I will do my work and not cause behavioral problems while there, or interfere with the education of others. I will attend school every day unless my parent (s) give me permission to remain home, for reasons of illness.

_____ 10. I will have school slips signed daily and turn them in to my Home Monitor.

_____ 11. I will be at work every day and not cause behavioral problems, or interfere with other workers or customers, while there. I will be at work every day unless my parent (s) give me permission to remain at home, for reasons of illness.

Driving

_____ 12. I will not drive a car or other motorized vehicle.

_____ 13. I will drive a car or other motorized vehicle only when my parent (s), Home Monitor or Probation Officer/ Social Worker is with me.

_____ 14. I will drive a car or other motorized vehicle only when given permission by my parent (s) or Probation Officer/Social Worker.

Associates

_____ 15. I will participate in activities with other persons only if given prior permission by my parent (s), Home Monitor or Probation Officer/Social Worker.

_____ 16. I will not associate with persons whom my parent (s), Home Monitor or Probation Officer/Social Worker prohibit me from seeing.

_____ 17. Specifically, I will not associate with the following persons:

Activities

_____ 18. I will no ingest mood-altering chemicals of any type unless ordered by a physician.

_____ 19. I agree to do the following chores at home and <u>have them</u> completed by _____.

_____ 20. As part of this agreement, I will obey the following conditions:

IN-HOME SUPERVISION AGREEMENT

PARENTAL (CUSTODIAN/GUARDIAN) RESPONSIBILITIES

_____ 21. I/We agree to contact _____ (Monitor) should _____ (CLIENT) violate any conditions of this agreement.

_____ 22. I/We agree to contact _____ (Monitor) _____ (number) times per week as to the progress of this agreement.

_____ 23. I/We also agree to the following conditions:

_____

_____

_____

_____

_____

_____ 24. As the parent/guardian, I understand the conditions of this Agreement and agree to cooperate with the Home Monitor in its enforcement. I understand that if I fail to report any violation of this agreement known to me I may be found in comtempt of court.

MONITOR RESPONSIBILITIES

_____ 25. I agree to make phone contact _____ (number) time per day.

_____ 26. I agree to make face to fact contact _____ (number) times per week.

_____ 27. I agree to keep daily logs which will be turned in to _____ (Out-Reach Worker) _____ (Daily/Weekly/Monthly).

_____ 28. I agree to check with _____ (Client) school/work _____ (number) times per day.

IN-HOME SUPERVISION AGREEMENT

_____ 29. I agree to contact _____ _____
Out-Reach Worker number
times per week or whenever this contract is broken.

_____ 30. I agree to contact _____
Client's Parent/Guardian
_____ times per week for a progress report.
number

_____ 31. I also agree to the following condition:

_____

_____

_____

_____

_____

_____

OUT-REACH WORKER RESPONSIBILITIES

_____ 32. I agree to meet with _____ _____
Client number
times per week to provide counseling.

_____ 33. I agree to hold a staffing at the conclusion of this contract or when this contract is violated.

_____ 34. I agree to provide a closing summary at the conclusion of this contract.

_____ 35. I also agree to the following conditions:

_____

_____

_____

_____

_____

_____

_____

IN-HOME SUPERVISION AGREEMENT

SOCIAL WORKERS RESPONSIBILITIES

_____ 36. I agree to the following conditions:

_____

_____

_____

_____

OTHER INVOLVED PROFESSIONALS

_____ 37. I/We agree to the following conditions:

_____

_____

_____

_____

This Agreement will be in effect from _____ through _____.

_____ Judge/Referee

_____ Monitor

_____ Out-Reach Worker

_____ Others (specify)

_____ Client

_____ Parent (s)/Guardian

_____ Probation Officer

_____ Social Worker

# JOB DESCRIPTIONS

## PROJECT DIRECTOR

The project Director shall be responsible to the Executive Director for general administration of the program with particular responsibilities as follows:

1. The Project Director shall supervise staff.
2. The Project Director will develop and maintain close working relationships with police, court, other youth-serving agencies, and other relevant agencies and organizations.
3. The Project Director shall prepare grant applications and proposals to funding sources.
4. The Project Director will be responsible for preparing an annual budget for the Executive Director and maintaining control over expenditures.
5. The Project Director will prepare program service reports to funding sources, the Executive Director, and the Board as necessary.
6. The Project Director shall be responsible for community education and public relations, and media relations.
7. The Project Director shall periodically review individual staff performance and make recommendations to the Executive Director regarding salary administration.
8. The Project Director shall staff the Program Committee.
9. The Project Director shall serve as primary liaison to other Agency projects.
10. The Project Director shall provide coverage when necessary.
11. The Project Director shall be responsible for program development.
12. The Project Director shall be responsible for supervision of field placement students.
13. The Project Director shall screen, interview and hire job applicants.
14. Maintaining and accounting for petty cash fund.
15. Maintaining an adequate supply of bus tokens and postage.

16. Where appropriate, the Project Director shall delegate/share these responsibilities.

17. The Project Director shall perform other duties as assigned.

Qualifications: Masters Degree and one year administrative experience; Bachelors Degree and three years administrative experience; or equivalent combination of education, training and experience.

Rev. 8/82

# JOB DESCRIPTION

## HOUSE COORDINATOR

The House Coordinator is responsible to the Project Director for the following duties:

1. Supervision of house coverage staff. Convene group as necessary.
2. Preparation of meals during scheduled hours of work.
3. House coverage.
4. Supervising assigned volunteers.
5. Overall responsibility for general cleanliness, maintenance and repair the house (house maintenance): to be delegated as appropriate (Little People's Room; Food Storage Room and Pantry; Laundry Room and Linen Closet; First Aid Closet; Furnace Room; Kitchen; Recreational Equipment Storage; Outside Storage Cabinets).
6. Parent calls when necessary.
7. Checking residents' rooms to make sure beds are made and rooms are cleaned.
8. Preparation of menu.
9. Hold house meetings as necessary.
10. Overall responsibility for upkeep of the grounds.
11. Inventory control of consumable items:

    paper products
    cleaning supplies
    first aid and medical supplies
    personal supplies
    food
    kitchen supplies
    home furnishings

12. Maintenance of van.

Qualifications: High School Diploma and six months experience in youth work; driver's license.

Rev. 8/82

# JOB DESCRIPTIONS

## SENIOR COUNSELOR

The Senior Counselor shall be responsible to the Project Director for the following duties:

1. Direct supervision of the counseling staff.
2. Coordination of the administrative details of the counseling component.
3. Staff development and training for paid staff.
4. Carrying a partial direct services caseload.
5. Act in the Director's place in his/her absence.
6. Other duties as assigned.

Qualifications: Masters Degree and one year direct service experience; Bachelors Degree and three years experience; or equivalent combination of education, training and experience.

Rev. 4/80

# JOB DESCRIPTION

## COUNSELORS

The counselors are responsible to the Senior Counselor for the direct provision of service to clients and their families. Specific duties are as follows:

1. Preparation and execution of case plans for all clients served on a residential basis including:

   a. Problem identification
   b. Case plan development
   c. Execution of case plan
   d. Appropriate referrals to community agencies
   e. Follow up of referrals
   f. Solicitation of critical input from other staff

2. Counselors shall maintain adequate up-to-date case records (i.e., case file, case summary book, calendar, rolodex, etc.).

3. Counselors shall prepare and submit reports and statistical data when due.

4. Counselors will consult with the Senior Counselor and with each other as necessary. Counselors will also attend regular consultation meetings to review and close cases.

5. Counselors shall provide direct counseling service to individuals and families.

6. Counselors shall serve as advocates for clients with Juvenile Court, school, agencies, etc.

7. Counselors shall, when necessary, make placement arrangements taking into account the wishes and needs of the client and family.

8. Counselors shall, when necessary, expedite the return of out of the area youth, using the appropriate procedure and services.

9. Counselors shall provide aftercare and follow-up to clients after they leave Lighthouse, as necessary.

10. Counselors shall provide coverage as necessary.

11. Counselors shall do parent calls with residents when necessary.

12. Counselors shall perform other duties as assigned.

Qualifications: Bachelor Degree and one year experience; or equivalent combination of education, training and experience.

Rev. 8/82

# JOB DESCRIPTION

## EVENING COUNSELORS

Evening Counselors shall be responsible to the House Cordinator for the following duties during their assigned shifts:

1. House coverage.
2. Making parent calls when necessary.
3. Doing emergency individual and family counseling as necessary.
4. General supervision of residents (including getting residents ready for bed).
5. Conduct house meetings as necessary.
6. Supervise assigned volunteers.
7. Provide for recreational, cultural, and arts and crafts activities for the residents.
8. Evening Counselors shall be responsible for maintaining and supervising the use of in-house recreational equipment and supplies.
9. Shall be responsible for doing house laundry.
10. Evening snack preparation and supervision of cleanup.
11. Evening Counselors share responsibility for upkeep and maintenance of buildings and grounds.
12. Preparation of meals and supervision of evening chores.

Qualifications: High School diploma and six months experience in youth work.

Rev. 8/82

# JOB DESCRIPTION

## NIGHT COUNSELOR

Night counselors shall be responsible to the House Coordinator for following duties during their assigned shifts:

1. House coverage.
2. Making parent calls as necessary.
3. Doing emergency individual and family counseling sessions as needed.
4. General supervision of residents.
5. Conduct house meetings as necessary.
6. Preparation of breakfast for residents.
7. Maintain a record of overnight events in the house log.
8. Other duties as assigned.

Qualifications: High School diploma and six months experience in youth work.

Rev. 8/82

# JOB DESCRIPTION

SECRETARY

The Secretary is responsible to the Project Director. Specific duties include:

1. Typing, duplication, correspondence, etc.
2. Preparation of billings and monthly reports to funding sources (Title XX, USDA, Juvenile Court, etc.).
3. Maintenance of necessary statistical and other necessary records for funding sources (YDB, Title XX, USDA; including contact sheets, house log and house calendar).
4. Maintaining and ordering office supplies.
5. Maintenance and care of office equipment.
6. House coverage when necessary.
7. Maintaining the project's equipment log and inventory.
8. Other duties as assigned.

Qualifications: High School diploma and one year training or education in secretarial or clerical skills; or equivalent combination of education, training and experience.

Rev. 8/82

# JOB DESCRIPTION

## EDUCATION SPECIALIST

The Educational Specialist is responsible to the Project Director for the development and implementation of the in-house educational program designed for the residents of the Lighthouse. Particular responsibilities are:

1. The educational specialist shall be responsible for development of the Lighthouse educational program.
2. The education specialist will provide cultural learning activities.
3. The education specialist will provide experiential learning activities.
4. The education specialist will informally diagnose educational skills of residents when necessary.
5. The education specialist will provide individualized tutoring.
6. The educational specialist will provide remedial education services when appropriate.
7. The education specialist will select appropriate educational material for residents.
8. The education specialist will maintain educational equipment.
9. The education specialist will prepare and submit reports and statistical data when necessary.
10. The education specialist shall be available as educational consultant for other staff members.
11. The education specialist will act as liaison with school supervisors and teachers, in conjunction with client's assigned counselor.
12. The education specialist will supervise educational field trips and speakers.
13. The education specialist will supervise volunteers assigned to the educational program.
14. The educational specialist shall perform other duties as assigned.

Qualifications: Bachelors Degree in education and six months experience; or two years college and equivalent combination of experience and on the job training.

Rev. 8/82

# JOB DESCRIPTION

## VOLUNTEER COORDINATOR

The Volunteer Coordinator is responsible to the Project Director for the following duties:

1. Recruiting and screening potential volunteers.
2. Developing, planning, and conducting volunteer training.
3. Scheduling volunteers to work.
4. Supervising volunteers' performance.
5. Organizing and conducting in-service training, and follow-up meetings for volunteers.
6. Working with paid staff to utilize volunteers' potential most effectively.
7. Keeping all records associated with the volunteer program.
8. Participating in workshops, etc., on volunteer management.
9. Maintaining contact with volunteer resources in the community.
10. Other duties as assigned.

Qualifications: Ability to relate with and manage volunteers effectively.

Rev. 8/82

# JOB DESCRIPTION

## VOLUNTEER JOB DESCRIPTION

Volunteers are responsible to the Volunteer Coordinator and Project Director for the following duties:

1. House coverage.
2. Interacting with residents.
3. Supervising and coordinating in-house arts and crafts and recreational activities.
4. Reporting hours worked.
5. Other duties (e.g., helping on specific projects, etc.) as negotiated.

It is important to note that Volunteer activities must be coordinated with appropriate paid staff to avoid working at cross purposes. Be sure to seek out a paid staff person's guidance any time you are not sure about something.

## COVERAGE VOLUNTEERS

Coverage Volunteers are responsible to the Volunteer Coordinator for the following duties:

1. House coverage independent of the immediate supervision of paid staff.
2. Signing residents out.
3. Other duties as assigned by the Volunteer Coordinator.

The following are requirements for becoming a Coverage Volunteer.

1. Must complete initial Volunteer Training successfully.
2. Must receive a positive evaluation from the Volunteer Coordinator.
3. Must be at least 18 years old.
4. Must have been active in the program for at least three months.
5. Must be interviewed and approved by the Volunteer Coordinator or the Project Director.

6. Must commit another six months as an active volunteer.

7. Must demonstrate some proficiency in crisis intervention, intake and parent call, and general house coverage.

These requirements may be modified at the discretion of the Volunteer Coordinator and the Project Director.

# CHART OF ACCOUNTS

## INCOME ACCOUNTS

| Account Number | Account Name | Explanation |
|---|---|---|
| 4000 | Contributions | General undesignated contributions from private sources. |
| 4100 | Restricted Contributions | Contributions restricted by the donor for a specific item. |
| 4200 | Community Chest | Annual allocation from the Community Chest |
| 4300 | Per Diem; Children's Services | Per diem income from Children's Services. |
| 4400 | Per Diem; Juvenile Court. | Per diem income from Juvenile Court. |
| 4500 | Per Diem; Other | Per diem income from other placement sources. |
| 4600 | Miscellaneous Income | Any income not included in above transactions. |

## EXPENSE ACCOUNTS

| | Salaries |
|---|---|
| 7010 | Director |
| 7011 | Social Worker |
| 7012 | House Coordinator |
| 7013 | Volunteer Coordinator |
| 7014 | Night Counselors |
| 7015 | Secretary |
| 7016 | Relief Counselor |

| | | |
|---|---|---|
| | PAYROLL TAXES | |
| 7210 | FICA | Agency pays 6.7% of employees' gross salary matched by employee contribution. |
| 7220 | Unemployment insurance | Agency pays 3.6% of employee's gross earnings up to $6,000 within a calendar year |
| 7230 | Workers Compensation | Agency pays 1.34% of employees gross salary. |
| | FRINGE BENEFITS | |
| 7110 | Health Care | Agency pays 100% of costs for single and 50% for employees with dependents. |
| | PROFESSIONAL FEES | |
| 8001 | Medical & Dental | For medical and dental services to clients. |
| 8002 | Audit Fees | Fees to CPA for completion of annual audit. |
| 8003 | Data Processing Fees | Fees for computerized payroll system. |
| 8004 | Consultant Fees | For services provided for training, diagnostic and organizational development |
| 8005 | Other Purchased Services | For services provided by consultant for purposes other than those listed above. |
| | SUPPLIES | |
| 8101 | Medicine & Drugs | Prescription and non-prescription medicines for residents. |
| 8102 | Recreational supplies | Games, sporting goods, other recreational items for residents |
| 8103 | | |
| 8103 | Food & Kitchen Supplies | Food, beverage, and small food preparation, storage, and serving supplies. |
| 8104 | Laundry & Housekeeping | Detergents, cleansers, and other small housekeeping items |
| 8105 | Office Supplies | Paper, pens, staplers, etc. |
| 8106 | Educational Supplies | For in-house educational program |
| 8107 | Other Supplies | |

| | | |
|---|---|---|
| | TELEPHONE | |
| 8300 | Telephone Expense | Installation and monthly service fee |
| | POSTAGE | |
| 8200 | Postage Expense | Stamps and other postage expense |
| | OCCUPANCY | |
| 8401 | Rent | Annual Charge for use of facility. |
| 8405 | Gas & Electricity | Monthly gas & electricity charges. |
| 8408 | Water & Sewer | Monthly assessments for water & sewage |
| 8409 | Maintenance Service Contract | For regular, recurring contractural fees like varmit control, snow removal, etc. |
| 8412 | Permits & Licenses | For FSO license, other annual licenses. |
| 8413 | Maintenance Supplies | Supplies to clean and maintain physical plant. |
| 8414 | Miscellaneous Occupancy Costs | Other than those listed. |
| 8415 | Insurance Expenses | Annual insurance fees for fire and damage protection. |
| 8416 | Mortgage Interest Expense | Interest portion of mortgage fees. |
| 8417 | Repair & Maintenance | Charge for services provided by plumbers, electricians, etc. for R & M of physical plant. |
| | EQUIPMENT | |
| 8501 | Equipment Rental | Fees for rental of washers, dryers & beepers. |
| 8502 | Equipment Maintenance Expense. | For repair of equipment. Includes extended warrantees and service agreements. |
| 8503 | Equipment Purchases | For purchase of equipment other than transportation, office, or home furnishings. |
| 8504 | Office Equipment Purchases | Desks, chairs, typewriters, etc. |
| 8505 | Home Furnishing Purchases | Couches, beds, dressers and all other equipment for use by residents. |

| | | |
|---|---|---|
| | PRINTING | |
| 8601 | Printing | For copies and other printing expenses. |
| 8606 | Subscriptions & Publications | Newspapers, magazines and other periodicals for staff use. |
| 8613 | Advertisements | Costs for newspaper ads seeking employees and other paid advertising. |
| 8701 | Monthly Travel Expense | Monthly mileage and parking expense |
| 8702 | Gas & Oil Vehicles | Cost for gas & oil for agency owned or leased vehicles. |
| 8703 | Maintenance/Vehicles | Maintenance & repair costs for agency owned or leased vehicles. |
| 8704 | Insurance/Vehicles | Annual fees for agency owned or leased vehicles. |
| 8705 | Licenses & permits Agency vehicles | License plate fees. |
| 8706 | Leasing Costs/Vehicles | Annual fees for agency leased vehicles. |
| | MEETINGS | |
| 8800 | Conferences, conventions, & meetings. | Transportation & conference expenses for non local & local conferences and conventions. |
| | INDIVIDUAL ASSISTANCE | |
| 8902 | Personal Items | Toiletry items for residents. |
| 8914 | Cash allowance | Weekly cash allowance for residents. |
| 8915 | Clothing | Shoes and clothing for residents. |
| 8916 | Public Transportation | Bus tokens, cab fares, all for clients and residents. |
| 8917 | Educational Assistance | Books, fees, supplies for school needs. |
| 8918 | Recreation | Fees for recreation events. |
| 8919 | Counseling & Therapy | Contract services provided by therapists, psychologists, or psychiatrists for residents. |
| DUES AND MISCELLANEOUS | | |
| 9000 | Membership Dues | Annual dues to local, state and national professional organizations. |
| 9500 | Depreciation | Reserve for depreciation of physical plant and equipment. |

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## ANNUAL BUDGET

### PLEASANT VALLEY SHELTER CARE SERVICES
### ANNUAL BUDGET
### January 1, 1984-December 31, 1984

| INCOME: | | |
|---|---|---|
| Contributions | | 3,000 |
| Community Chest | | 27,500 |
| Per Diem, Children's Services | | 51,100 |
| Per Diem, Juvenile Court | | 63,875 |
| Per Diem, Other | | 12,775 |
| Miscellaneous | | 58 |
| | TOTAL | 158,308 |

EXPENSES:

Salaries:

| Position | Hours/Week | Salary | |
|---|---|---|---|
| Director | 40 | $16,000 | |
| Social Worker 1 | 40 | 12,000 | |
| Social Worker 2 | 40 | 12,000 | |
| House Coordinator | 40 | 11,000 | |
| Volunteer Coordinator | 40 | 11,000 | |
| Night Counselor 1 | 40 | 9,000 | |
| Night Ccunselor 2 | 40 | 9,000 | |
| Secretary | 40 | 9,000 | |
| Relief Couselor | 20 | 4,500 | |
| | TOTAL SALARIES | $93,500 | $93,500 |
| Pay Roll Taxes: | | | |
| FICA (6.7% of $93,500) | | 6,265 | |
| Unemployment Insurance (3.6% of 1st $6,000) | | 1,890 | |
| Workers Compensation (1.34% of $93,900) | | 1,253 | |
| TOTAL | | 9,408 | 9,408 |
| Fringe Benefits: | | | |
| Health Care Insurance (8 staff x $75 each) | | 7,200 | 7,200 |
| Professional Fees | | | |
| Medical & Dental | | 500 | |
| Audit Fees | | 800 | |
| Data Processing Fees | | 490 | |

| | | |
|---|---|---|
| Professional Fees: | | |
| Consultant Fees ($25/hours x 2 hours/week) | 2,500 | |
| Other Purchased Services | 400 | |
| TOTAL | 4,650 | 4,650 |
| Supplies: | | |
| Medicine & Drugs | 250 | |
| Recreational Supplies | 400 | |
| Food & Kitchen | 10,500 | |
| Laundry & Housekeeping | 650 | |
| Office Supplies | 500 | |
| Educational Supplies | 300 | |
| Other Supplies | 200 | |
| TOTAL | 12,800 | 12,800 |
| Telephone: | | |
| Telephone Expense | 2,400 | 2,400 |
| Postage: | | |
| Postage Expense | 180 | 180 |
| Occupancy: | | |
| Rent ($750/mon.) | 9,000 | |
| Gas & Electricity | 2,100 | |
| Water & Sewer | 250 | |
| Maintenance Service Contract | 400 | |
| Permits & Licenses | 25 | |
| Maintenance Supplies | 350 | |
| Miscellaneous Occupancy Costs | 150 | |
| Insurance Expense | 1,000 | |
| Repair & Maintenance | 750 | |
| TOTAL | 14,025 | 14,025 |

| | | |
|---|---|---|
| Equipment: | | |
| Equipment Rental Expense | 500 | |
| Equipment Maintenance Expense | 250 | |
| Equipment Purchase | 750 | |
| Office Equipment Purchase | 800 | |
| Home Furnishings Expense | 1,400 | |
| TOTAL | 3,700 | 3,700 |
| Printing: | | |
| Printing | 250 | |
| Subscriptions & publications | 50 | |
| Advertisements | 100 | |
| TOTAL | 400 | 400 |
| Travel: | | |
| Monthly Travel Expense (8 staff @ 100 miles/ month @$.20/mile) | 1,920 | |
| Gas & Oil/Vehicles | 750 | |
| Maintenance/Vehicles | 500 | |
| Insurance/Vehicles | 850 | |
| License & Permits/Vehicles | 25 | |
| Leasing Costs/Vehicles | 3,000 | |
| TOTAL | 7,045 | 7,045 |
| Meetings: | | |
| Conference, Conventions & Meetings | 250 | 250 |
| Individual Assistance: | | |
| Personal items | 350 | |
| Clothing | 400 | |
| Public Transportation | 500 | |
| Educational Assistance | 250 | |
| Recreation | 400 | |

| | | | |
|---|---|---|---|
| Individual Assistance: | | | |
| Counseling & Therapy | | 750 | |
| | TOTAL | 2,650 | 2,650 |
| Dues-Miscellaneous: | | | |
| Membership Dues | | 100 | 100 |
| | TOTAL EXPENSES | | $158,308 |

YOUTH & SHELTER SERVICES, INC., AMES, IOWA

SLIDING FEE SCALE

INDIVIDUAL & FAMILY COUNSELING
1 Unit + 1 Hour $22

| Gross Family Income | 2 in family | | 3 in family | | 4 in family | | 5 in family | | 6 in family | | 7 in family | | 8 in family | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | Fee | % | Fee | % | Fee | % | Fee | % | Fee | % | Fee | % | Fee |
| Less than $5000 | 5% | $ 1.10 | 5% | $ 1.10 | 5% | $ 1.10 | 5% | $ 1.10 | 5% | $ 1.10 | 5% | $ 1.10 | 5% | $ 1.10 |
| $5000 - $6999 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 |
| $7000 - $8999 | 10% | 2.20 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 |
| $9000 - $10,999 | 15% | 3.30 | 10% | 2.20 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 |
| $11,000 - $12,999 | 20% | 4.40 | 15% | 3.30 | 10% | 2.20 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 |
| $13,000 - $14,999 | 25% | 5.50 | 20% | 4.40 | 15% | 3.30 | 10% | 2.20 | 5% | 1.10 | 5% | 1.10 | 5% | 1.10 |
| $15,000 - $16,999 | 30% | 6.60 | 25% | 5.50 | 20% | 4.40 | 15% | 3.30 | 10% | 2.20 | 5% | 1.10 | 5% | 1.10 |
| $17,000 - $18,999 | 40% | 8.80 | 30% | 6.60 | 25% | 5.50 | 20% | 4.40 | 15% | 3.30 | 10% | 2.20 | 5% | 1.10 |
| $19,000 - $20,999 | 50% | 11.00 | 40% | 8.80 | 30% | 6.60 | 25% | 5.50 | 20% | 4.40 | 15% | 3.30 | 10% | 2.20 |
| $21,000 - $22,999 | 60% | 13.20 | 50% | 11.00 | 40% | 8.80 | 30% | 6.60 | 25% | 5.50 | 20% | 4.40 | 15% | 3.30 |
| $23,000 - $24,999 | 70% | 15.40 | 60% | 13.20 | 50% | 11.00 | 40% | 8.80 | 30% | 6.60 | 25% | 5.50 | 20% | 4.40 |
| $25,000 - $29,999 | 80% | 17.60 | 70% | 15.40 | 60% | 13.20 | 50% | 11.00 | 40% | 8.80 | 30% | 6.60 | 25% | 5.50 |
| $30,000 - $34,999 | 90% | 19.80 | 80% | 17.60 | 70% | 15.40 | 60% | 13.20 | 50% | 11.00 | 40% | 8.80 | 30% | 6.60 |
| $35,000 - $39,999 | 100% | 22.00 | 90% | 19.80 | 80% | 17.60 | 70% | 15.40 | 60% | 13.20 | 50% | 11.00 | 40% | 8.80 |

PARENT FEE SCALE

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To determine fees to be charged for services, place yourself on the sliding fee scale based on:

(1) Gross family income including incomes as reported on the most recent income tax returns of all family members living in the household.

219 (2) Number of persons in household, including father, mother, children and/or extended family members.

Adjustment of fees may be approved by the Treatment Services Director in cases of prolonged treatment or when more than one member of the family is in treatment. No person shall be denied services or treatment if unable to pay indicated fees. 220

The YSS Executive Director shall approve hardship cases.

7/1/81/DT

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ADMISSION SHEET

Name:_____Religion_____Sex:_____

Birthdate:_____

Father's Name:_____Phone:_____

Address:_____

Mother's Name:_____Phone:_____

Address:_____

Guardian(if different from above):_____Phone_____

Address:_____

Natural Child;Step;Adopted:(Circle One).

Insurance Co.:_____Subscriber:_____

Group:_____Number:_____

Title XIX:_____

(Please get all numbers from card and check to see if card is current)

Family Doctor:_____

Family Health History: Does client, natural parents or grandparents have any of the following: Specify who.

Heart Problems:_____

High Blood Pressure:_____

Emphysema, asthma, hayfever:_____

Diabetes:_____

Ulcers:_____

Epilepsy or seizures:_____

Other:_____

If client, explain history of condition briefly.

Health History:

Special Diet:_____

Cortisone Therapy:_____

Allergies:_____

Childhood Diseases:_____

Surgery:_____

Accident:_____

Hospitalizations:(When? Where? For What?)_____

_____

Other:_____

Date Last Physical:_____

Medications:_____

Prescribed by:_____

History of Drug Abuse:_____

Menstrual History (Age when started)_____

Regular:_____Cramps or other problems:_____

_____

Lasp Pap Smear:_____

LMP:_____

Contraceptives:_____

Other (Dental, Eyes, Etc.):_____

_____

_____

Other Sources of Medical Information:_____

_____

_____

Immunizations:_____

Diptheria/Pertussis/Tetanus:_____

Sabin Tri(Polio):_____

Measles:_____

Rubella:_____

Certificate of Immunization available:_____

Date:_____

PLEASANT VALLEY SHELTER CARE SERVICES

PHONE CONTACT SHEET

DATE _____

CALLER'S NAME _____ STAFF NAME _____

TIME OF CALL _____ REASON FOR CALL _____

_____

_____

_____

_____

INFORMATIONAL CALLS ONLY:

DID WE HELP?_____ HOW? _____

_____

REFERRAL TO OTHER AGENCY? _____ IF SO, TO WHOM _____

FOLLOW UP CALL MADE TO AGENCY?_____ RESULTS _____

_____

IF NO REFERRAL, OUR RESPONSE WAS _____

_____

_____

NEED TO FOLLOW?_____ IF YES , PHONE # _____

ASSIGNED TO _____

PLEASANT VALLEY SHELTER CARE SERVICES

INTAKE FORM

IDENTIFICATION

DATE _____

CASE # _____ INTERVIEWER _____

NAME OF YOUTH _____

AGE _____ SEX _____ TIME OF INTAKE _____

BIRTHDAY _____ ETHNICITY _____

HEIGHT _____ WEIGHT _____ EYES _____ HAIR _____

PARENT (Guardian) NAME _____

ADDRESS _____ PHONE: HOME _____

_____ WORK _____

---

REFERRAL

AGENCY INVOLVEMENT

REFERRED BY (AGENCY) _____ WORKER _____

WORKER'S PHONE _____ DEPARTMENT _____

REASON FOR REFERRAL _____

_____

_____

_____

YOUTH'S STATUS WITH AGENCY _____

REFERRING AGENCY PLAN FOR YOUTH _____

_____

_____

_____

ANTICIPATED LENGTH OF STAY _____

OTHER AGENCIES INVOLVED WITH YOUTH: AGENCY _____

WORKER _____ PHONE _____

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YOUTH'S STATUS WITH AGENCY _____

AGENCY _____

WORKER _____ PHONE _____

## EDUCATIONAL/VOCATIONAL STATUS

ATTENDING SCHOOL _____ IF NOT, STATUS _____

IF YES, NAME OF SCHOOL _____

COUNSELOR _____ PHONE _____

GRADE IN SCHOOL _____ PLANS FOR SCHOOL WHILE IN SHELTER

_____

_____

WORKING NOW _____ IF SO, WHERE _____

SUPERVISOR'S NAME _____ PHONE _____

DAYS AND HOURS WORKED _____ PLANS FOR WORK WHILE IN SHELTER

_____

_____

## MEDICAL QUESTIONNAIRE

EVER BEEN HOSPITALIZED OVERNIGHT _____ IF SO, WHERE _____

WHY _____

UNDER DOCTOR'S CARE NOW _____ IF SO, FOR WHAT _____

_____

TAKING ANY MEDICATIONS NOW _____ IF SO, WHAT _____

HOW OFTEN _____ FOR WHAT _____

ALLERGIC TO ANYTHING _____ IF SO, WHAT _____

EVER TAKEN PENICILLAN BEFORE? _____ DATE OF LAST TB TEST _____

RESULTS OF TB _____ DATE OF LAST TETANUS SHOT _____

EVER BEEN PREGNANT? _____ IF SO, WHEN _____

EVER USED HEROIN, LSD, UPPERS, DOWNERS, ETC. _____

EVER CONSIDERED SUICIDE _____

DO YOU HAVE ANY OF THESE:

ASTHMA _____ ANEMIA _____ BLEEDING PROBLEMS _____

DIABETES _____ HEART TROUBLE _____ RHEUMATIC FEVER _____

KIDNEY OR BLADDER PROBLEMS _____ T.B. _____ SICKLE CELL ANEMIA _____

HIGH BLOOD PRESSURE _____

EVER HAD:

MUMPS _____ MEASLES _____ CHICKEN POX _____ RUBELLA _____

WHOOPING COUGH _____

HAVE YOU SEEN A DOCTOR IN THE LAST TWO MONTHS? _____ IF SO FOR WHAT _____

_____

PHYSICALLY, HOW DO YOU FEEL NOW? _____

_____

APPENDIX VII-2

Client ID#_____

County #_____

Title XIX#_____

SOUTH CENTRAL YOUTH & FAMILY SERVICES

INTAKE FORM

I. STATISTICAL INFORMATION

A. Client:

Client's Name_____DOB_____

Current Address_____

Telephone No._____SS No._____

With whom living & relationship at Intake_____

_____

B. Family Status: Intact____ Divorced____ Separated____ Blended____

Father's Name & Address_____

_____ Employment_____

Step-father's Name & Address_____

_____ Employment_____

Mother's Name & Address_____

_____ Employment_____

Step-mother's Name & Address_____

_____ Employment_____

Guardian's(other than agency)Name & Address_____

_____ Employment_____

C. Agency History

Worker & Agency Having Custody_____

_____

Court & Date Granting Custody_____

_____

Has Client been in Placement prior to Referral: Yes____ No_____

If so, Name & Address of Placement(s) and Inclusive dates_____

_____

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INTAKE FORM:

HAIR COLOR _____ AGE _____

EYES: _____ HEIGHT: _____ WEIGHT: _____

REASON FOR REFERRAL: (write below)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

DATE

Court notified and given reasons for admission on: _____

Childs attorney notified and given reasons for admission: _____

Parents notified and given reason for admission on: _____

Basis for above placement(s)_____

_____

Current Legal Status: Probation _____ Adjudication_____

Pending Hearing if appropriate_____

D. School

Current School & Grade Level_____

Special Programs, if any _____

School Adjustment_____

Last School/Grade Completed_____

If terminated, Date & Reason for same_____

_____

II. REFERRAL INFORMATION

A. Intake Date _____

Outclient_____ Date Case Opened_____

Center_____ Intake Done by_____

Group Home_____ Admission Time & Date_____

B. Source of Referral

Parent____ Guardian____ Law Enforcement(specify)_____

Probation Officer (name)_____

DSS (County & Name of Worker)_____

Other (specify)_____

C. Reason for Referral

Intervention_____ Evaluation_____ Shelter_____

D. Precipitating Behavior (Detail)

Family Problems_____ School Problems_____

Runaway_____ Abuse(specify type)_____

Substance abuse_____ Delinquent behavior_____

_____

III. PROGRAM PLANNING

A. Outreach Worker_____

Date Terminated & Basis for Termination_____

_____

_____

B. In Home Supervision_____

Monitor_____

Date Terminated & Basis for Termination_____

_____

_____

C. Residential Services

(1)Emergency Shelter_____ Date Entered_____ Date Discharged_____

Primary Worker: _____

(2)Intervention_____ Date Entered_____ Date Discharged_____

Primary Worker_____

(3)Evaluation _____ Date Entered_____ Date Discharged_____

Primary Worker_____

(4)Group Home_____ Date Entered_____ Date Discharged_____

Primary Worker_____

IV. CASE DISPOSITION

A. Discharge Planning

B. Alternative/Referrals:

C. Closing Summary:

scyfsc

South Central Youth and Family Services Commission
203 E. Fourth Ave./P.O. Box 355/Indianola, Iowa 50125/515-961-8421

We are here to provide a place for you to stay on a short-term basis and to provide counseling and informational services. In return for this, we need your cooperation and involvement in the program so that things can run smoothly and to provide the best possible services. Our program works under a Level System which is an organized way of allowing residents to have the kinds of privileges they have demonstrated they can handle and also to give feedback on how we feel you are doing in the program. The Level System will be explained more completely later in this handbook. There will be a staff person available at all times to deal with any questions, concerns or beefs you may have. While you are here with us, you will be assigned a primary counselor and if you are here for evaluation and/or counseling services, a therapist, who will work with you in developing a plan for your stay here and for after you leave.

Individual Sessions: Primary Counselor: Your primary counselor will meet with you a couple times a week to discuss your progress in the Level System, to deal with specific behaviors to work on while here (both in terms of handling the setting here and behaviors that might be troublesome to you at home or in the community) and to talk about any concerns you may have here.

Therapist: The therapist will work with you on identifying personal strengths and problem areas, to explore problem solving and to generally try to help you better understand your emotions, concerns and life situation.

Family Sessions: It is our belief that families are a very important part of a young person's life. Often, problems that develop are a result of family members not understanding or communicating with one another. At other times, parents may feel frustrated at not knowing how to respond to their children's behaviors. It is for these reasons that we emphasize working with you and your family while you are here and after you leave.

CENTER
203 E. Fourth Ave.
P.O. Box 355
Indianola, IA 50125
515-961-8421

GROUP HOME
1403 Warford
Perry, IA 50220
515-465-5628

OUT-REACH WORKERS
Adair County
101½ E. Jefferson
Winterset, IA 50273
515-462-3285

Dallas County
1403 Warford
Perry, IA 50220
515-465-2233

Guthrie County
1403 Warford
Perry, IA 50220
515-465-2233

Madison County
101½ E. Jefferson
Winterset, IA 50273
515-462-3285

Marion County
P.O. Box 191
Knoxville, IA 50138
515-842-5220

Warren County
P.O. Box 355
Indianola, IA 50125
515-961-8421

IN-HOME SUPERVISOR
P.O. Box 355
Indianola, IA 50125
515-961-8421

Group Sessions: There will be daily group meetings involving both staff and residents to discuss daily functions such as chore assignments, planning activities, and clarifying areas which cause confusion. Our group counselors will also be scheduling regular group sessions to talk about subjects that are of interest to young people. These topics may range from substance use to how to get along better with your parents. Above all, the groups are to allow young people an opportunity to exchange ideas in a setting where everyone's ideas are accepted.

Besides the regularly scheduled group, each resident and staff person has the option of calling a group at any time if it is thought that one is needed to work through something that arises.

School: We have an in-house school program here. If you are currently enrolled in school and are unable to attend your own school because of distance, the teacher will help you to keep up on your assignments while here. If you are deficient in certain subject areas or have dropped out, the teacher will work with you on bringing up your skills in basic important areas such as reading and math. The class will also involve some information and discussion in career areas and daily living situations such as budgeting.

Medical Needs: Let the nurse or any staff person know about any ongoing health needs, illnesses or accidents you may have so that appropriate medical treatment can be provided. We have a consulting physician available when needed. If you have not had a physical examination within the last thirty days, one will be given to you during the time you are here.

Chores: While you are with us, you will be expected to be responsible for keeping your room up, including keeping the bed made and things picked up and for two chores per day. The chores will be assigned on Saturday morning and will rotate on a seven day basis. Chores are to be finished within one hour after supper. If you

choose to trade your chore with another resident, you will be held responsible for the chore you were originally assigned on Saturday morning.

Upstairs Behavior: There are to be no boys on the girls' side for any reason or no girls on the boys' side for any reason. Also, the upstairs doors are not to be used for either coming or going. Because of State Law requirements, no cigarettes(lit or unlit) or matches are allowed upstairs.

Rules and Expectations: The following things are prohibited for residents and will result in a drop to Level I for a minimum of three days and a staffing and could cause expulsion from the program:

(1) Running Away;
(2) Smoking on the second floor (There are to be no cigarettes upstairs);
(3) Fighting (physical);
(4) Possession of weapons;
(5) Stealing;
(6) Possession and/or use of drugs including alcohol;
(7) Any illegal behavior;
(8) Destruction of Property; and
(9) Being on the wrong side on second floor.

The staff member on will decide on any confusion or interpretations on rules.

Telephone: There is a pay phone for the residents to use. Abuse of phone usage (profane language, harassing people, etc.) will result in the loss of phone privileges for a period of time determined by the severity of the abuse. Residents on Level I may use the phone to talk with parents, attorney, or referral worker. The counselor on duty must make these calls and screen any incoming calls from persons on Level I. In order to insure that everyone gets to use the phone, calls are limited to 10 minutes per call. There will be no calls made or received before 7:00 A.M. or after 10:00 P.M. The phone is not to be used during group sessions or chore time.

Please remember that any misuse of the phone or any fraud in charging phone calls is illegal and could result in charges being filed by the Phone Company.

Visitors: You may have visitors besides family after reaching Level III. Visits are limited to times when we do not have class, group, counseling sessions or group activities and need to be arranged twenty-four hours in advance, after reaching Level III. Visitors are to leave at 9:00 P.M. on weekdays and 10:00 P.M. on weekends. If you wish to have a guest for a meal, please let a staff member know 24 hours in advance so this can be planned. Visitors are expected to respect the same expectations and guidelines that residents have here. If they are not willing to do this, they will be asked to leave. There will be no visitors except parents on the second floor. In regard to boy friends and girl friends, we expect residents to behave appropriately as young adults in a non-private situation. Arranging to meet friends on group activities is not allowed. Ex-residents are not allowed to visit other residents for at least one week after they leave the Center. If you want to schedule a home visit for the weekend, this must be arranged with the therapist before 12:00 P.M. on Friday.

Smoking: Smoking Rules:

(1) You must have a signed smoking permit to smoke here.

(2) All smoking is to be done outside until dark (determined by when the street light comes on). Please put cigarette butts in the ashcan when smoking outside.

(3) During allowed times for smoking inside:

A. To be done at five minutes until the hour, at the table with the plastic sheet beneath it;

B. Remain seated while smoking.

C. Smoking is also allowed inside from 10:25 P.M. to 10:30 P.M.; 11:25 P.M. to 11:30 P.M.; and 12:25 A.M. to 12:30 A.M.

(4) No cigarettes, lit or unlit, are allowed upstairs. This will result in an automatic drop to Level I for 3 days.

(5) Infractions of other smoking rules will result in a drop to Level I for one to three days and/or loss of smoking privileges.

Level System: The Level System is designed to give you information as to both how we feel you are doing in the program and to give you feedback on certain important areas of your life. It is also the means by which privileges are earned and lost within the program. The following breakdown is what each of the levels mean and how you can go from one level to another.

Level I: Level I is used when there is a violation of one of the major rules or a serious breakdown in cooperation and functioning. A person is on Level I for a minimum of three days and during these three days some kind of plan will be worked out with you as to how you may advance to Level II or the previous level if that is appropriate. No one may go directly from Level I to Level IV under any circumstances.

Level II: This is the level that a person comes in on and includes such privileges as deemed appropriate during the time we are getting to know each other. A person needs to be on Level II for seven consecutive days initially before being able to request a move to Level III. The criteria for moving to Level III will be based on cooperation with the Program.

Level III: Level III is the level attained after a certain degree of trust and responsibility is demonstrated and contains privileges appropriate for someone who has shown a willingness and ability to handle himself/herself responsibly. A person must be on Level III a minimum of five days before requesting to go to Level IV. Movement to Level IV is based upon your cooperation with the Program as well as specific individual goals that you will have established during your stay here.

Level IV: Level IV is for those who are successfully and responsibly handling their lives and their problems.

The areas considered in your progress here and therefore in the Level System are: school, getting along with others, relating to staff, following rules, self-care, problem-solving, counseling sessions and personal goals.

LEVEL I:

Performance Level

Staff - Minimal interaction; avoids relating with staff; defiant.

Peers - Minimal or disruptive contact; avoids relating with peers.

Group Sessions - Distracting; disruptive; refusing to come; sleeping; withdrawn; inattentive.

Rules - Problems in following basic rules, even with reminders from staff.

Problem-Solving - Refusing to recognize problems.

Self-Care - Lacking in basic hygiene skills; shows minimal care.

Goals - Resistant to working on or establishing goals.

School - Disruptive, uncooperative.

Privileges

Morning report time on weekend - 8:30

Telephone from parents, attorney, or social worker only.

10:00 P.M. bedtime - 11:00 weekends

Visits here from family with permission

Supervised by staff at all times

May leave grounds for required recreation only. Room door must remain open. No allowance.

LEVEL II: (Entry Level):

Performance Level

Staff - Uncomfortable around staff; making an effort to relate.

Peers - Uncomfortable around peers; making an effort to relate with peers; superficial contact.

Group Sessions - Comes to group; is non-disruptive; pays attention to others.

Individual Sessions - Shares facts when questioned; volunteers some information.

Rules - Beginning to follow rules; beginning to accept consequences.

Probelm Solving - Starting to identify problem area.

Self-Care - Making efforts to establish good hygiene habits; responds to reminders.

Goals - Starting to work on goals established in residence.

School - Cooperative, attempting to work.

Privileges

Morning report time on weekends - 9:00

Telephone - Permission

10:30 P.M. bedtime 11:30 weekends

Visitors - family only with permission

30¢/day allowance

Supervised upstairs

May leave ground with staff and parents

Room door must remain open.

LEVEL III:

Performance Level

Staff - Trust developing; initiates interaction.

Peers - Trust developing; meaningful activities with peers; beginning to handle relationships of an age-appropriate nature with the opposite sex.

Group Sessions - Gives constructive feedback to others; shares information about self.

Individual Sessions - Shares thoughts and feelings, beginning to look at own behavior.

Rules - Cooperative, follows rules, accepts consequences; beginning to take responsibility for own behavior.

Problem-Solving - Starting to define and use solutions.

Self-Care - Established good hygiene habits; takes care of self and room with minimal reminders.

Goals - Working on goals in program; beginning to take responsibility in the establishment of goals.

School - Completing work satisfactorily.

Privileges

Morning report time on weekends - 10:00

Telephone with permission

11:00 bedtime 12:30 on weekends

Visitors with permission. You must be on Level III before you can request a visitor. The visit must be arranged 24 hours in advance, and Level III people may have 1 visitor per day for a half hour. (Family not included).

May leave grounds with staff and parents.

40¢/day allowance

One-half hour unsupervised time away once a day during free times.

Sunday - two half hours out with at least one hour in between.

You may be upstairs unsupervised.

LEVEL IV:

Performance Level

Staff - Shares feelings, trust established.

Peers - Shows concern for others; confronts; handles age-appropriate relationships with opposite sex; developing relationships outside the Center.

Group Sessions - Shares feeling and thoughts; shows understanding of others.

Individual Sessions - Takes most of the responsibility for sessions; self-examining rather than simply sharing; starting to make constructive changes in outlook and behavior.

Rules - Accepts responsibility for own behavior; can handle most responsibilities.

Problem-Solving - Has and is using plan for handling problems.

Self-Care - Dresses appropriately for occasion; takes care of self and room without reminders; shows concern for living space.

Goals - Effectively establishing realistic goals for oneself and working toward obtaining them.

School - Working above what is expected.

Privileges

Morning report time on weekends - 10:00

11:30 bedtime 1:00 weekends

Visitors - You may have two visitors per day for a total time of one hour. The visits must be arranged 24 hours in advance. (Family not included).

Telephone with permission.

You may contract for extending any of these privileges or you may contract for new privileges after you have been on Level IV for four consecutive days. Contracting for these special privileges should be done with your primary counselor.

50¢/day allowance

May leave one hour at a time unsupervised during free time once a day. Sunday - two hours out with at least one hour between each hour. A maximum of two people out at once during Free Time and in by 9:00 P.M. unless specifically contracted for late time. Three people on Level IV are allowed out at a time.

RESIDENTS RIGHTS: While you are staying here with us at the Center you will have some basic rights which are not affected by your level status. We feel that it very important that your family be allowed to visit you while you are at the Center consequently your family will be allowed to visit regardless of your level status. Family members will be considered as mother, father, step-mother, step-father, maternal or paternal grandparents and or siblings. If you are on level 1 you will not be allowed to leave the Center with your family however your family will be allowed visitations rights. You will also be allowed private telphone conservations with family members when requested.

While at the Center you also have the right to contact your attorney or social worker regardless of level status. We will expect you to contact these people during regular business hours unless an emergency dictates otherwise. The counselor on duty will determine whether a emergency of serious enough to warrent contacting attorneys and or social worker after regular business hours.

You also have a right of privacy of mail while you are a resident at the Center no mail that you send or receive will be read, censored, or screened in anyway if we feel that any contraband is coming in or being sent out through the mail we may ask you to open or to seal your mail in the presence of a staff member.

Any restrictions of the above mentioned rights will be implemented only on a individualized basis with the knowledge of you, and your family and your referring worker all of which is to be documented.

scyfsc

South Central Youth and Family Services Commission
203 E. Fourth Ave./P.O. Box 355/Indianola, Iowa 50125/515-961-8421

Date: _____

RESIDENT CONTRACT

I have read the rules and expectations of the program and agree to follow these while in residence. For their part, the staff of South Central Youth and Family Services agree to provide for my care and to provide professional services while I am in residence.

_____

_____ Director

CENTER
203 E. Fourth Ave.
P.O. Box 355
Indianola, IA 50125
515-961-8421

GROUP HOME
1403 Warford
Perry, IA 50220
515-465-5628

OUT-REACH WORKERS
Adair County
101½ E. Jefferson
Winterset, IA 50273
515-462-3285

Dallas County
1403 Warford
Perry, IA 50220
515-465-2233

Guthrie County
1403 Warford
Perry, IA 50220
515-465-2233

Madison County
101½ E. Jefferson
Winterset, IA 50273
515-462-3285

Marion County
P.O. Box 191
Knoxville, IA 50138
515-842-5220

Warren County
P.O. Box 355
Indianola, IA 50125
515-961-8421

IN-HOME SUPERVISOR
P.O. Box 355
Indianola, IA 50125
515-961-8421

APPENDIX VII-4

PLEASANT VALLEY SHELTER CARE SERVICE

SERVICE PLAN

DATE: _____

CASE # _____ NAME _____

STAFF ASSIGNED _____ OF PLAN _____

PRESENTING PROBLEM (AS PER YOUTH) _____

PRESENTING PROBLEM (AS PER REFERRAL AGENCY) _____

| GOALS | ATTAINED BY WHAT ACTION | BY WHEN |
|---|---|---|
| | | |

PLEASANT VALLEY SHELTER CARE SERVICE

PERSONAL ITEMS INVENTORY

1. PERSONAL ITEMS UPON ARRIVAL

A. CLOTHING (LIST)

_____

_____

_____

B. OTHER _____

_____

_____

_____

C. ITEMS CHECKED IN FOR SAFEKEEPING _____

_____

_____

_____

2. PROVIDED BY HOUSE

A. LINENS _____

_____

B. CLOTHING _____

_____

C. HYGIENE ITEMS _____

_____

_____

_____
RESIDENT'S SIGNATURE

_____
STAFF SIGNATURE



_____
DATE

BEST COPY

CLOTHING LIST

NAME: _____

| INITIAL* IN DATE | ITEM | DATE OUT/IN | | DATE OUT/IN | | DATE OUT/IN | | DATE OUT/IN | |
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# SOUTH CENTRAL JUVENILE CARE CENTER

203 EAST 4th AVE. INDIANOLA, IOWA 50125

## FIRE EXIT PROCEDURES

1. GO INTO THE HALLWAY.
2. EXIT OUT FIRE DOOR ON THE SOUTH SIDE OF THE BUILDING.
3. GO DOWN FIRE ESCAPE.
4. FOLLOW SIDEWALK TO THE WEST SIDE OF THE BUILDING.

To be posted upstairs on the boy's and girls' side.

LOG FORM

NAME_____

LEVEL_____

DATE_____

Relating to Staff (Handling authority, acknowledging humanness, testing behavior, etc.)

Relating to Peers (Scapegoating, expressing concerns directly, sharing positives, etc.)

Problem Solving (Correcting identifying problems, trying out novel solutions, dealing directly with problem instead of dumping or avoiding.)

School (Performance, achievement, behavior, handling group.)

Rules (Follow through, defiance, supervision or reminders needed, testing)

Self Care (Hygiene, clothing, grooming, changes in self-care)

Personal Goals (Setting of goals, creation of steps to meet goals)

Comments:

BEST COPY



DATE

| NAME | SATURDAY | | | | | | | SUNDAY | | | | | | |
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1. Breakfast kitchen
2. Lunch Kitchen
3. Supper Kitchen
4. Late night dishes
5. Trash
6. Vacuum Rec., TV, & eating area
7. Vacuum Office area
8. Laundry room
9. Boys bathroom
10. Girls bathroom
11. Downstairs bathroom
12. Lawn

DATE

| NAME | MONDAY | | | | | | | | TUESDAY | | | | | | | | WEDNESDAY | | | | | | | | THURSDAY | | | | | | | | FRIDAY | | | | | | | |
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PLEASANT VALLEY SHELTER CARE SERVICE

MEDICATION FORM

NAME _____ CASE # _____

| MEDICATIONS | DATE | TIME | STAFF SIGN | RESIDENT SIGN |
|---|---|---|---|---|
| | | | | |

BEST COPY



scyfsc

South Central Youth and Family Services Commission
203 E. Fourth Ave./P.O. Box 355/Indianola, Iowa 50125/515-961-842

# MEDICAL INCIDENT REPORT

NAME: _____

DATE: _____

INJURY OR SYMPTOMS: _____

_____

_____

_____

OBSERVATIONS (NURSE OR OTHER STAFF): _____

_____

_____

_____ NURSE

_____ STAFF PERSON

DOCTORS REPORT: _____

_____

_____

_____ PERSON IN ATTENDAN

MEDICATIONS: _____

_____

CENTER
203 E. Fourth Ave.
P.O. Box 355
Indianola, IA 50125
515-961-8421

GROUP HOME
1403 Warford
Perry, IA 50220

OUT-REACH WORKERS
Adair County
101½ E. Jefferson
Winterset, IA 50273
515-462-3285

Dallas County
1403 Warford
Perry, IA 50220

Guthrie County
1403 Warford
Perry, IA 50220
515-465-2233

Madison County
101½ E. Jefferson
Winterset, IA 50273
515-462-3285

Marion County
P.O. Box 191
Knoxville, IA 50138
515-842-5220

Warren County
P.O. Box 355
Indianola, IA 50125
515-961-8421

IN-HOME SUPERVISOR
P.O. Box 355
Indianola, IA 50125
515-961-8421

# INCIDENT REPORT

Name Phone #

NAME:_____ Parent/Guardian:_____

DATE:_____ Social Worker:_____

TIME:_____ P.O._____

OTHERS:_____

Behavior & Circumstances Before Incident:_____

_____

_____

_____

_____

_____

_____

Incident: (be specific)_____

_____

_____

_____

_____

Resolution (behavior, level consequences, staffings, etc.)_____

_____

_____

_____

_____

_____

_____

_____

SOUTH CENTRAL JUVENILE CARE CENTER
EXIT INTERVIEW

1. What are some of the good things staff do to help you?

2. What are some of the things staff do that maybe don't help quite as much?

3. What are some new things staff could do that would be good? What are some of the things you feel you could do to make things better at the Center?

4. What are some of the things you feel you accomplished while staying at the Center?

5. Anything else you would like to say about the program, please write it here.

APPENDIX VII-11

PLEASANT VALLEY SHELTER CARE SERVICES

CLOSING FORM

SUSPENSE DATE _____

CLIENT'S NAME _____ DATE _____

CASE NUMBER _____

FINAL CASE PLAN _____

_____

_____

_____

_____

_____

AFTERCARE PLANS

_____

_____

_____

_____

_____

PLEASANT VALLEY SHELTER CARE SERVICE

CHECK-OUT LIST

1. MONEY BORROWED

   FROM RESIDENTS _____

   FROM STAFF _____

2. PROPERTY BORROWED

   FROM RESIDENTS _____

   FROM STAFF _____

3. ROOM CLEANED AND PERSONAL EFFECTS REMOVED? _____

4. LINENS RETURNED _____

   _____

5. CLOTHING RETURNED _____

   _____

6. ITEMS FROM SAFE RETURNED? _____

_____ RESIDENT'S SIGNATURE

_____ STAFF SIGNATURE

_____ DATE

IMMEDIATE PRESS RELEASE


**SHELTER HOUSE**
712 Burnett
233-2330

**YOUTH HOUSE**
804 Kellogg Avenue
233-4930

**THE UPSTAIRS**
232½ Main Street
232-4331

**FAMILY HOUSE**
217 8th Street
Ames, Iowa 50010
(Business Office)
515/233-3141

**YOUTH & SHELTER SERVICES INC.**


DATE: August 4, 1982

RELEASE: IMMEDIATE

Contact: Twila Young
232-4331
or
292-2907

PREPARATIONS FOR FIRST LADY NANCY REAGAN'S VISIT TO YOUTH AND SHELTER SERVICES ARE NEARLY COMPLETE ACCORDING TO GEORGE BELITSOS, EXECUTIVE DIRECTOR OF THE AMES-BASED YOUTH AND FAMILY SERVING AGENCY.

TOMORROW (THURSDAY, AUGUST 5) MRS. REAGAN WILL TOUR A PRESENTATION OF Y-S-S SERVICES AND ACTIVITIES AND ATTEND A RECEPTION HOSTED BY RECOVERING CHEMICALLY DEPENDENT YOUTH.

DUE TO A CHANGE IN THE FIRST LADY'S TIME SCHEDULE, GUESTS ATTENDING THAT RECEPTION ARE ASKED TO ARRIVE AT WELCH JUNIOR HIGH SCHOOL BY 10:00 p.m.

THE FIRST LADY'S VISIT TO AMES WAS PROMPTED BY HER CONCERN FOR THE PROBLEM OF DRUG ABUSE AMONG YOUTH AND HER PARTICULAR INTEREST IN DRUG ABUSE PREVENTION. THE TOUR PRESENTATION WILL FOCUS ON YOUTH AND SHELTER SERVICES' INNOVATIVE PRIMARY PREVENTION PROJECTS SUCH AS THE MEDIA ARTS WORKSHOP, THE YOUTH ORGANIZED SUMMERFEST, PEER HELPING GROUPS AND YOUTH-RUN BUSINESSES.

THE ENTIRE EVENT IS BEING HOSTED FOR YOUTH AND SHELTER SERVICES BY THE AMES PUBLIC SCHOOLS.

-30-



• Child Placing License • Outpatient and Residential Drug Service License

SHELTER HOUSE
703 Burnett
233-2330

YOUTH RECOVERY HOUSE
804 Kellogg Avenue
233-4930

THE UPSTAIRS
232½ Main Street
232-4331

FAMILY HOUSE
712 Burnett Ave
233-2[illegible]30

BUSINESS OFFICE • 217 8th Street • Ames, Iowa • 515/233-3141

YOUTH & SHELTER SERVICES INC.

DATE: January 28, 1983

CONTACT: Kent Newman
or
Twila Young
232-4331

RELEASE: Immediate

MEDIA ARTS WORKSHOP IS LOOKING FOR PIANO

"No, we haven't lost one," says Kent Newman, Director of Youth and Shelter Services Media Arts Workshop. "Our piano is setting right there in the Workshop. The trouble is, you can't play it. Several keys are missing, the soundboard is damaged, and it's no longer tuneable."

The Media Arts Workshop is part of Y.S.S.'s Prevention and Education programs, and as such is open to all young people in Story County. Most participants are 13-16 years of age.

"We work with kids who want and need a creative outlet. We do all sorts of things: Make films, produce video tapes, do animations, graphics, a whole lot of visual arts. And we have an extensive music program. We have a fully equipped sound studio, complete with synthisizer and 8-track recording equipment. We were able to buy most of this equipment through donations. Which brings us to the piano. We have several very talented kids and some of them would like to do some pretty sophisticated work with the piano. There is a real difference between the music you create electronically, with a synthesizer, for instance, and the music you create with a traditional piano. Having a good piano would really open up the

----more----



• Child Placing License • Child Caring License • Outpatient & Residential Substance Abuse Treatment License

United Wa[illegible]

MEDIA ARTS WORKSHOP IS LOOKING FOR PIANO

Add 1

Workshop to kids whose interest is in acoustic music."

Newman says some money has been donated for the purchase of an instrument, although the fund is still small. However, he said, if any one has a piano they would like to donate, the Workshop staff would be eager to look at it.

-30-

SHELTER HOUSE
712 Burnett
233-2330

YOUTH HOUSE
804 Kellogg Avenue
233-4930

THE UPSTAIRS
232½ Main Street
232-4331

FAMILY HOUSE
217 8th Street
Ames, Iowa 50010
(Business Office)
515/233-3141

YOUTH & SHELTER SERVICES INC.

DATE: August 4, 1982

RELEASE: Noon
August 5, 1982

Contact: Twila Young
232-4331
or
292-2907

"It was quite an experience! And the most exciting part was being able to show Mrs. Reagan and all our guests here today just what Youth and Shelter Services is all about." That was the reaction of George Belitsos, executive director of Youth and Shelter Services, following First Lady Nancy Reagan's visit today to this Ames-based youth and family serving agency.

Mrs. Reagan's on-going concern for the problem of chemical dependency among young people drew her to Ames to visit Y-S-S and its spectrum of drug abuse prevention and treatment programs.

"Today we've been able to show Mrs. Reagan and our other guests a sort of picture of the prevention and treatment programs Y-S-S provides with the help of this community. We have been tremendously honored by Mrs. Reagan's desire to visit us. I know that concern will be heightened by the attention this event has focused not only on our agency but also on this community's committment to the prevention of drug abuse and the treatment of chemical dependency among youth.

Mrs. Reagan spent nearly an hour in Ames. She toured a display/



• Child Placing License
• Child Caring License
• Outpatient and Residential Drug Service License
• Drug Abuse Intervention Certification

United Way

presentation area which provided a glimpse of several Y-S-S programs and activities, talked with young people and parents involved in both drug abuse prevention and chemical dependency treatment, and briefly addressed a reception hosted in her honor by the youth of Y-S-S's Aftercare Group of recovering chemically dependent youth.

-30-

YOUTH & SHELTER SERVICES, INC.
Ames, Iowa

## CONTRACT FOR PROFESSIONAL CONSULTING SERVICES

Youth and Shelter Services, Inc., a non-profit corporation governed by a Board of Directors and funded in part by the City of Ames, the Story County Board of Supervisors, State and Federal agencies, hereinafter referred to as Youth and Shelter Services (YSS) does hereby enter into an agreement with _____ _____ in the position of _____ hereinafter referred to as the consultant as follows:

1. This agreement shall begin on the _____ day of _____, 198___ and end on the _____ day of _____ 19_____.

2. The consultant agrees to faithfully perform the duties agreed upon by the consultant and YSS as follows:

3. For the performance of the above service, YSS agrees to pay the consultant at a rate of $_____ per _____ for a maximum of _____ hours for a total of $_____. The method of payment will be based on the submission of a time statement and bill by the consultant.

4. In circumstances where one party defaults or cannot perform because of circumstances beyond its control, YSS shall provide credit under the contract only in proportion to services actually rendered.

5. The parties mutually agree that YSS or YSS duly authorized representatives and/or Governmental auditors or any of their duly authorized representatives, shall have access for purposes of audit, and examinations to any books, documents, papers, and records that are pertinent and such access shall continue until the expiration date of three (3) years after the completion of the program or project with which the assistance is used.

6. The consultant understands and agrees to abide with Youth and Shelter Services' policy regarding confidentiality governing confidential client information under PL 92-255 and PL 93-282. A specific release of information form must be signed by the client before any information can be released and the rights and best interest of the client shall govern the sharing of confidential information.

7. If this agreement should prove unsatisfactory to either Youth and Shelter Services or the Consultant, cancellation of the remaining obligations of the contract may be made by giving 30 days notice to the other party and by fulfilling all obligations under the Agreement which have accrued to that date and time.

SIGNED THIS _____ day of _____, 198___, by the authorized agent for Youth and Shelter Services and by the Consultant, in Ames, Story County, Iowa.

YOUTH & SHELTER SERVICES, INC.

_____
Consultant

_____
Executive Director

Youth and Shelter Services, Inc.
217 - 8th. Street
Ames, Iowa 50010

SERVICE AGREEMENT BETWEEN

Youth and Shelter Services, Inc., Ames, Iowa
and

The purpose of this agreement is to provide for treatment appropriate to meet the needs of each client, either in connection with primary treatment, a part of continuing care, or other related services.

_____ agrees to provide the following services:

_____

_____

_____

We further agree that:

1. A client may be referred to _____ from Youth and Shelter Services at the request of the client, family or referral agency, subject to approval based on normal intake and assessment evaluation procedures of receiving facility. YSS staff may contact referral agency by phone, mail or in person.

2. A client may be referred from _____ and admitted to Youth and Shelter Services, Inc. at the request of the client, family or referral agency, subject to approval based on normal intake and assessment evaluation procedures of receiving facility.

3. All transfers from or to the agencies are subject to the availability of accommodations, and the availability of type of service normally provided by the receiving agency.

4. Pertinent information necessary to provide services needed for the patient will be provided under terms of this agreement; or upon receipt of a properly executed "Release of Information" signed by the client.

5. Charges for services rendered shall be charged directly to the referral agency, parents, or other specified provider and the sole responsibility for collecting these charges shall be with the organization providing services to the client.

## EXCHANGE OF INFORMATION

It is intended that information should flow freely between substance abuse and other youth-related agencies. All pertinent instructional materials, statistical data, procedural manuals, program information memos, etc. will be shared with one another.

Certain prescribed procedures as well as the rights and best interests of the client will govern the sharing of confidential information with the other agency. The procedures governing the sharing of client information by the substance abuse agency is outlined in the federal rules and regulations to P.L. 92-255, the Drug Abuse Office and Treatment Act of 1972; and P.L. 93-282, the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act Amendments of 1974. Basically, this provides that all pertinent information can be shared if the client has first given his written consent.

Confidential client information will be released by the agencies to each other if: (1) the client's informed consent has been obtained in writing; and (2) each agency has given satisfactory assurances that the information will be used only for the purposes for which it was provided and that it will not be released to any other individual, agency, or organization. The disclosure of this information is governed by federal rules and regulations by both agencies:

A. Acknowledges that in receiving, storing, or otherwise dealing with any information about clients in the program that they are fully bound by the requirements of 42CFR Part 2.

B. Agrees that each agency will institute appropriate procedures for safeguarding such information, particularly client identifying information; and

C. Agrees that it will resist in judicial proceedings any efforts to obtain access to any information pertaining to clients otherwise than expressly provided for in 42CFR Part 2.

D. Each agency in this agreement recognizes that any UNAUTHORIZED DISCLOSURE OF PATIENT INFORMATION IS A FEDERAL CRIMINAL OFFENSE PUNISHABLE BY A FINE OF NOT MORE THAN $500.00 IN THE CASE OF A FIRST OFFENSE AND NOT MORE THAN $5,000.00 IN THE CASE OF EACH SUBSEQUENT OFFENSE.

## DURATION OF THE AGREEMENT AND REVIEW

It is expected that this agreement will be in force for the 12-month period following the date it is signed by both parties. However, it can be renegotiated at any time should circumstances change. Either party may cancel the agreement by giving a 30-day notice in writing.

This document shall have the approval of the respective Boards of Directors and shall be reviewed annually for appropriateness.

APPROVED

Youth and Shelter Services, Inc.

Executive Director Date

APPROVED

Date

APPENDIX IX-1

PLEASANT VALLEY SHELTER CARE SERVICE

MONTHLY SERVICE REPORT

_____
(Date)

1. Population (Beginning of Month)

_____From Juvenile Court

_____From Child Welfare Department

_____From Police

_____From Other Agencies

_____Walk-Ins

_____Total Population Beginning of Month

2. Referrals This Month

_____From Juvenile Court

_____From Child Welfare Department

_____From Police

_____From Other Agencies

_____Walk-Ins

_____Total Referrals This Month

3. Terminations This Month

_____Positive

_____Negative

_____Total

APPENDIX IX-2

PLEASANT VALLEY SHELTER CARE SERVICES

MONTHLY STAFF SERVICE STATISTICS

MONTH _____ YEAR _____ STAFF _____

CASES THIS MONTH:

| MALES | ETHNICITY | AGE | | FEMALES | ETHNICITY | AGE | |
|---|---|---|---|---|---|---|---|
| | BLACK _____ | 12 _____ | 16 _____ | | BLACK _____ | 12 _____ | 16 _____ |
| | WHITE _____ | 13 _____ | 17 _____ | | WHITE _____ | 13 _____ | 17 _____ |
| | OTHER _____ | 14 _____ | 18 _____ | | OTHER _____ | 14 _____ | 18 _____ |
| | TOTAL _____ | 15 _____ | | | TOTAL _____ | 15 _____ | |

REFERRAL SOURCES:

JUVENILE COURT _____

CHILDREN'S SERVICES _____

CATHOLIC CHARITIES _____

SELF _____

POLICE _____

PARENT _____

OTHER (SPECIFY) _____

OTHER _____

OTHER _____

OTHER _____

TOTAL _____

PRESENTING PROBLEMS:

DEPENDENCY _____

NEGLECT _____

ABUSE _____

RUNAWAY _____

INCORRIGIBLE _____

AWAITING PLACEMENT _____

STATUS OFFENSE _____

DELINQUENT OFFENSE _____

OTHER (SPECIFY) _____

OTHER _____

OTHER _____

OTHER _____

TOTAL _____

SERVICES RENDERED:

INDIVIDUAL COUNSELLING SESSIONS _____

FAMILY COUNSELLING SESSIONS _____

CRISIS INTERVENTION COUNSELLING _____

JOB COUNSELLING/ASSISTANCE _____

RECREATIONAL OUTINGS _____

HOME VISITS _____

OTHER (SPECIFY) _____

OTHER _____

OTHER _____

OTHER _____

TOTAL _____

COMMUNITY RESOURCES USED

JOB CENTER _____

FAMILY SERVICES _____

JEWISH VOCATIONAL _____

BOY SCOUTS _____

AA _____

ALATEEN _____

SCHOOL COUNSELOR _____

OTHER (SPECIFY) _____

OTHER _____

OTHER _____

OTHER _____

TOTAL _____

DISPOSITIONS

HOME _____

RELATIVE _____

INSTITUTION _____

DETENTION _____

FOSTER HOME _____

GROUP HOME _____

INDEPENDENT LIVING _____

OTHER (SPECIFY) _____

STILL IN PROGRAM _____

BEGINNING OF MONTH:

RESIDENT CASELOAD _____

OUT CLIENT CASELOAD _____

NEW CASES THIS MONTH

CASES CLOSED _____

CASES TO AFTER CARE _____

CASES END OF MONTH

RESIDENTIAL _____

OUT CLIENT _____

AFTERCARE _____

APPENDIX IX-3

PLEASANT VALLEY SHELTER CARE SERVICES

MONTHLY BUILDING REPORT

DATE _____ INSPECTED BY _____

FIRE SAFETY

1. FIRE DRILL CONDUCTED: _____
(DATE & TIME)

NUMBER OF PARTICIPANTS: _____

COMMENTS: _____

_____

_____

_____

2. FIRE EXTINGUISHERS CHECKED: _____
(DATE)

DATE OF NEXT REFILL _____

COMMENTS: _____

_____

_____

3. EXIT LIGHTS OPERABLE? _____ (YES) _____ (NO)

4. FIRE DOOR CLOSERS OPERABLE? _____ (YES) _____ (NO)

5. "NO SMOKING" AND OTHER FIRE SAFETY SIGNS POSTED? _____ (YES) _____ (NO)

6. FURNACE ROOM & FURNACE CHECKED? _____ (YES) _____ (NO)

7. FIRE ALARM SYSTEM CHECKED? _____ (YES) _____ (NO)

8. SMOKE DETECTORS CHECKED? _____ (YES) _____ (NO)

ANY EXCEPTIONS TO THE PRECEDING QUESTIONS, PLEASE NOTE CORRECTIVE ACTION:

_____

_____

_____

| HEALTH CODE ENFORCEMENT | OK | NO OK |
|---|---|---|
| 1. STRUCTURE CLEANLINESS & REPAIR | | |
| 2. PLUMBING & HEATING | | |
| 3. TOILET & HAND WASHING FACILITIES | | |
| 4. LIGHTING & VENTILATION | | |
| 5. WATER TEMPERATURE & SUPPLY | | |
| 6. STORAGE OF EQUIPMENT AND SUPPLIES | | |
| 7. REFRIGERATION - HOT & COLD STORAGE | | |
| 8. CLEANING & BACTERICIDAL TREATMENT | | |
| 9. LAUNDRY, BEDDING, LINENS & STORAGE | | |
| 10. SPACE REQUIREMENTS PER RESIDENT | | |
| 11. CLEANLINESS OF EMPLOYEES | | |
| 12. PHYSICAL EXAMS UP-TO-DATE | | |
| 13. INSECT & RODENT CONTROL | | |
| 14. WASTE DISPOSAL | | |
| 15. FOOD SERVICE LICENSE DISPLAYED | | |

COMMENTS: _____

_____

_____

PLEASANT VALLEY SHELTER CARE SERVICE

MONTHLY VOLUNTEER ACTIVITY REPORT

DATE _____ PREPARED BY _____

1. SERVICES PROVIDED BY VOLUNTEERS

| NAME | HOURS THIS MONTH | ACTIVITY CODE* | IN-KIND VALUE | HOURS WORKED | IN-KIND VALUE |
|---|---|---|---|---|---|
| | | | | | |
| TOTAL | | | | | |

*ACTIVITY CODES:

| | | | |
|---|---|---|---|
| COVERAGE: | C | PUBLIC RELATIONS: | PR |
| TYPING: | TY | YARD WORK: | YW |
| PHONE COUNSELLING: | PC | MAINTENANCE: | MN |
| OTHER ADMINISTRATIVE: | OA | TUTORING: | T |
| COOKING: | CK | JOB ASSISTANCE: | JA |
| RECREATION: | R | VOLUNTEER TRAINING: | VT |
| TRANSPORTATION: | TR | STAFF TRAINING: | ST |
| OUT REACH: | OR | IN TRAINING: | IT |

2. NEW VOLUNTEERS THIS MONTH: _____

3. TRAINING SESSIONS THIS MONTH: _____

4. VOLUNTEER APPLICATIONS PENDING: _____

5. RECRUITMENT ACTIVITIES: _____

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PLEASANT VALLEY SHELTER CARE

YOUTH SURVEY

1. How would you describe the program to friend or family?

_____

2. How helpful to you was the staff?

1 (not at all) 2 3 4 5 (very helpful)

3. What do you think is the best art of this program?

_____

4. What do you like the least about this program?

_____

5. What is the major part of the program that needs improvement?

_____

6. Was there someone to go to if you had a complaint about how you were treated?

Yes _____ No_____

7. What was the most important thing that happened for you while in the program?

_____

_____

8. How would you rate the quality of counseling?

1 (poor) 2 3 4 5 (excellent)

9. How well did the staff help you get in touch with positive things about yourself?

1 (not at all) 2 3 4 5 (extremely well)

10. Did the program help you feel more hopeful about your future?

Yes ___ ___ No _____

11. What additional services might the program offer to meet other needs?

_____

_____

FEEL FREE TO ADD COMMENTS ON THE BACK.

PLEASANT VALLEY SHELTER CARE SERVICES
PROGRAM DIRECTOR

## Evaluation Guidelines

### I. Programmatic Concerns

1. Occupancy level
2. Maintenance of appropriate client constituency
3. Maintenance of acceptable level of positive dispositions and/or placements from project
4. Relationship with Police, Court, other agencies
5. Professional service delivery
6. Population stability - runaways from program - Ø's ejected from program

### II. Staff Concerns

1. High staff morale
2. Staff turnover
3. Staff well informed about current issues within and outside of agency
4. Staff effectiveness
5. Clear lines of authority; good organization
6. Affirmative action goals met
7. Good selection of personnel

### III. Physical Plant Concerns

1. Building maintained in clean, neat, and orderly fashion
2. Systems in place for cleaning, repair and maintenance
3. Adequate inventory control
4. Economy and respect for property
5. Exterior and lawn; shrubbery, etc.
6. Building security
7. Involvement of staff and residents in building maintenance, cleaning, and repair
8. Absence or number of health, fire, building code violations

### IV. Relationship To Board of Directors

1. Attends all Board meetings on time.
2. Honesty and helpfulness in dealing with the Board.
3. Reports submitted to the Board on time, complete and well done.
4. Flow of appropriate information to Board.
5. Submission of monthly program evaluative data to Board.

V. Project Administrative Concerns

1. All personnel records maintained accurately and completely
2. Proper spacing of staff vacations, etc.
3. Organizes, directs, and controls staff
4. Appropriate delegation of responsibilities among staff
5. Maintenance of monthly program reports and statistical data
6. Petty cash system well maintained
7. Agency policies and procedures carried out by staff.

VI. Personal

1. Is Director growing in job?
2. Morale
3. Honesty and integrity
4. Appearance
5. Personal organization
6. Team player

APPENDIX IX-7

PLEASANT VALLEY SHELTER CARE SERVICES

PROGRAM DIRECTOR EVALUATION

EMPLOYEE _____

REVIEWED BY _____

PERIOD COVERED BY REVIEW _____ DATE OF REVIEW _____

| SUPERVISORY SKILLS | Excellent | Very Good | Good | Satisfactory | Below Average | Poor | Unsatisfactory | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| 1. Effectiveness in seeking out best person for new position. Thoroughness in evaluating available candidates. | | | | | | | | |
| 2. Ability to find and hire effective employees. | | | | | | | | |
| 3. Ability to organize employees in staffing pattern which maximizes efficiency and effectiveness. | | | | | | | | |
| 4. Ability to train new employees for job requirements. | | | | | | | | |
| 5. Ability to foster professional growth and leadership in employees. | | | | | | | | |
| 6. Ability to resolve personnel problems fairly and effectively. | | | | | | | | |
| 7. Thoroughness and objectivity in evaluating employees. | | | | | | | | |
| 8. Interest in and effectiveness in promoting employee welfare. | | | | | | | | |
| 9. Ability to promote teamwork and high morale among employees. | | | | | | | | |
| 10. Ability to maintain low staff turnover. | | | | | | | | |
| 11. Ability to discipline employees. | | | | | | | | |
| 12. Ability to sensitively and professionally terminate employees. | | | | | | | | |

Program Director Evaluation

| | Excellent | Very good | Good | Satisfactory | Below Average | Poor | Unsatisfactory | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| **ADMINISTRATIVE SKILLS** | | | | | | | | |
| 1. Quality of Board Reports | | | | | | | | |
| 2. Quality of other written reports and correspondence. | | | | | | | | |
| 3. Timeliness in submitting required reports to administration office. | | | | | | | | |
| 4. Maintains accurate controls on vacation sick leave and other accrued employee benefits. | | | | | | | | |
| 5. Ability to control petty cash expeditures. | | | | | | | | |
| 6. Awareness of and promulgation of general agency policies. | | | | | | | | |
| 7. Demands from staff up-to-date and professional case files. | | | | | | | | |
| 8. Ability to prepare annual program budget. | | | | | | | | |
| 9. Ability to live within budgeted expenses. | | | | | | | | |
| 10. Maintains control over inventories, food purchases, etc. | | | | | | | | |
| **RELATIONS WITH COMMUNITY -** | | | | | | | | |
| 1. Effectiveness in gaining support and cooperation from referral agencies. | | | | | | | | |
| 2. Ability to resolve disputes with outside agencies. | | | | | | | | |
| 3. Ability to maintain frequent contact with decision makers in referral agencies. | | | | | | | | |
| 4. Skills in dealing effectively with neighbors of facility. | | | | | | | | |
| 5. Involvement of Director in Neighborhood activities, issues. | | | | | | | | |
| 6. Ability to conduct open houses, house tours, etc. | | | | | | | | |

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| | Excellent | Very Good | Good | Satisfactory | Below Average | Poor | Unsatisfactory | COMMENTS |
|---|---|---|---|---|---|---|---|---|
| **RELATIONS WITH COMMUNITY - (continued)** | | | | | | | | |
| 7. Ability to "sell" program to potential donors, contractors, grantors. | | | | | | | | |
| 8. Appropriate handling of news media. | | | | | | | | |
| **RELATIONSHIP TO BOARD OF DIRECTORS AND OTHER ADMINISTRATIVE STAFF MEMBERS** | | | | | | | | |
| 1. Attends supervisory sessions on time and well prepared for discussion. | | | | | | | | |
| 2. Helpfulness to other board members. | | | | | | | | |
| 3. Cooperation and rapport with administrative staff members. | | | | | | | | |
| 4. Timely and appropriate contacts to Board chairman regarding incidents and other important issues. | | | | | | | | |
| 5. Promotes Pleasant Valley programs to others in community. | | | | | | | | |
| **PERSONAL** | | | | | | | | |
| 1. Maintains professional personal a appearance. | | | | | | | | |
| 2. Tact and professionalism when dealing with conflict with clients. | | | | | | | | |
| 3. Tact and professionalism when dealing with conflict with staff. | | | | | | | | |
| 4. Tact and honesty when dealing with conflicts with Board Chairman. | | | | | | | | |
| 5. Courteous in general. | | | | | | | | |
| 6. Team player; personal support for Agency. | | | | | | | | |
| 7. Displays positive attitude in most work situations and toward Agency. | | | | | | | | |

Program Director Evaluation

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PERSONAL - (Continued)

| | Excellent | Very Good | Good | Satisfactory | Below Average | Poor | Unsatisfactory |
|---|---|---|---|---|---|---|---|
| 8. Willingness to confront Board Chairman with honest feedback. | | | | | | | |
| 9. Demonstrated committment to: | | | | | | | |
| Racial Harmony | | | | | | | |
| Affirmative Action | | | | | | | |
| Sexual Equality | | | | | | | |
| Justice for Youth | | | | | | | |
| Strengthening Families | | | | | | | |
| Sharing Love, Concern, Affection toward People in Need | | | | | | | |

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APPENDIX IX-8

PLEASANT VALLEY SHELTER CARE SERVICE

EMPLOYEE EVALUATION

Employee Janice Johnson

Supervisor Dave Monroe

Period covered by review 1 (month) '83 (year) to 12 (month) '83 (year)

Job title House Coordinator

| | Excellent | Very good | Good | Satisfactory | Below average | Poor | Unsatisfactory |
|---|---|---|---|---|---|---|---|
| Skills | | | | | | | |
| A. Skills and knowledge necessary for job. | | | | | | | |
| B. Interest in and time spent on improving skills and knowledge. | | | | | | | |
| Quality of performance | | | | | | | |
| A. Quality of work done. (Complete tasks in order of importance.) | | | | | | | |
| 1. House Maintenance & repairs. | | | | | | | |
| 2. House cleanliness. | | | | | | | |
| 3. Meal preparation; planning. | | | | | | | |
| 4. Inventory control | | | | | | | |
| 5. Supervision of Subordinates. | | | | | | | |
| B. Reliability | | | | | | | |
| 1. Attendance. | | | | | | | |
| 2. Punctuality. | | | | | | | |
| 3. Meeting deadlines. | | | | | | | |
| C. Work Relationships | | | | | | | |
| 1. With other staff members. | | | | | | | |
| 2. With supervisor. | | | | | | | |
| 3. Outside of agency (if required by job). | | | | | | | |
| D. Overall evaluation | | | | | | | |

E. COMMENTS. Regarding overall performance, changes in responsibilities or performance since last evaluation, employee career development interests, and improvements needed for advancement.

F. Signatures:

Date Supervisor President Employee

Employee signature indicates acknowledgement of this review, not agreement.

Program Director Evaluation

PERSONAL - (Continued)

| | Excellent | Very Good | Good | Satisfactory | Below Average | Poor | Unsatisfactory |
|---|---|---|---|---|---|---|---|
| 8. Willingness to confront Board Chairman with honest feedback. | | | | | | | |
| 9. Demonstrated committment to: | | | | | | | |
| Racial Harmony | | | | | | | |
| Affirmative Action | | | | | | | |
| Sexual Equality | | | | | | | |
| Justice for Youth | | | | | | | |
| Strengthening Families | | | | | | | |
| Sharing Love, Concern, Affection toward People in Need | | | | | | | |

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PLEASANT VALLEY SHELTER CARE SERVICE

EMPLOYEE EVALUATION

Employee Janice Johnson

Supervisor Dave Monroe

Period covered by review 1 (month) '83 (year) to 12 (month) '83 (year)

Job title House Coordinator

| | Excellent | Very good | Good | Satisfactory | Below average | Poor | Unsatisfactory |
|---|---|---|---|---|---|---|---|
| Skills | | | | | | | |
| A. Skills and knowledge necessary for job. | | | | | | | |
| B. Interest in and time spent on improving skills and knowledge. | | | | | | | |
| Quality of performance | | | | | | | |
| A. Quality of work done. (Complete tasks in order of importance.) | | | | | | | |
| 1. House Maintenance & repairs. | | | | | | | |
| 2. House cleanliness. | | | | | | | |
| 3. Meal preparation; planning. | | | | | | | |
| 4. Inventory control | | | | | | | |
| 5. Supervision of Subordinates. | | | | | | | |
| B. Reliability | | | | | | | |
| 1. Attendance. | | | | | | | |
| 2. Punctuality. | | | | | | | |
| 3. Meeting deadlines. | | | | | | | |
| C. Work Relationships | | | | | | | |
| 1. With other staff members. | | | | | | | |
| 2. With supervisor. | | | | | | | |
| 3. Outside of agency (if required by job). | | | | | | | |
| D. Overall evaluation | | | | | | | |

E. COMMENTS. Regarding overall performance, changes in responsibilities or performance since last evaluation, employee career development interests, and improvements needed for advancement.

F. Signatures:

| Date | Supervisor | President | Employee |
|---|---|---|---|
| | | | |

Employee signature indicates acknowledgement of this review, not agreement.

DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES
BUREAU OF LICENSING*

CHILDREN'S SHELTER EVALUATION
Part 1 (To be mailed)

Date: _____ 19___

A. Name of Shelter: _____

Address: _____

_____ Phone # _____

B. Name of Shelter Director/Administrator:

_____

C. Type of Shelter:

Publicly Operated ☐

Privately Operated ☐

D. Ages Accepted: _____

E. Gender Accepted: male ☐ female ☐ both ☐

F. Population Capacity: male _____ female _____ both _____

G. Type of Referrals:

Abused/Abandoned/Neglected ☐ Present Population: male____female____

JINS ☐ Present Population: male _____ female _____

Delinquent ☐ Present Population: male _____female _____

Other: ☐ (specify source of referral _____)

Present Population male _____female_____

H. Name of Medical Hospital Used: _____

Address: _____

Phone #: _____

_____

*Appendix IX-9 and IX-10 courtesy of the State of New Jersey.



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I. Name of Mental Health facility used: _____

Address: _____

Phone #: _____

J. How many Child Care staff members are on duty during:

1. day shift _____
2. evening shift _____
3. late night shift _____

K. Fill in the information indicated below:

| Classification | Number of Employees | | |
|---|---|---|---|
| | Full Time | Part Time | Consultant |
| 1. Education | | | |
| 2. Recreation | | | |
| 3. Medical | | | |
| 4. Social Services | | | |
| 5. Child Care (Houseparent, etc.) | | | |
| 6. Administration | | | |
| 7. Clerical | | | |
| 8. Dietary | | | |
| 9. Maintenance | | | |
| 10. Psychiatric/ Psychologist | | | |
| 11. Other (Specify) | | | |

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N. Children's Shelter Staff Member List

| Position | NAME | TITLE | SALARY | ON DUTY HOURS PER WEEK | RESPONSIBILITIES LIST | EDUCATION HIGHEST GRADE | EDUCATION DEGREE | EXPERIENCE # YEARS PROFESSIONAL |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
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P. The Manual of Standards requires specific written policies for the following:

1. shelter purpose and objectives;
2. services offered;
3. eligibility requirements;
4. admissions policies;
5. financial arrangements for care and treatment of the children;
6. photographs and audio and audiovisual recordings of children (Subchapter 3.7);
7. participation of children in research projects (Subchapter 3.7);
8. comprehensive staff evaluation, development and in-service training (Subchapter 4.5);
9. comprehensive health plan (Subchapter 5.1);
10. discipline (Subchapter 5.10);
11. visitation (Subchapter 5.11);
12. mail and telephone communications (Subchapter 5.12);
13. volunteers (if utilized, yes ____ no ____) (Subchapter 4.1);
14. field placements/internships (if utilized, yes ____ no ____) (Subchapter 4.1)

Please attach to Part 1 the above required written policies (Operations Manual)

Q. Please attach to Part 1 copies of the following insurance policies:

1. comprehensive liability insurance;
2. fire insurance; and
3. vehicle insurance as specified in subchapter 7.1(d) of the Manual of Standards.

R. Life/Safety Requirements

1. Please attach a copy of the shelter's Certificate of Continued Occupancy;

OR

in lieu of submitting a certificate of continued occupancy, submit a copy of municipal fire and building inspection approvals (based on inspections conducted within the preceeding twelve (12) months);

AND

2. a copy of the municipal or county health inspection approval for the shelter building (based on an inspection conducted within the preceeding twelve (12) months).

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DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH AND FAMILY SERVICES
BUREAU OF LICENSING

# CHILDREN'S SHELTER EVALUATION

## PART II

## PROGRAM EVALUATION AND INTERVIEWS

NAME OF SHELTER _____

ADDRESS _____

TELEPHONE _____ DATE(s) OF EVALUATION _____

I. CHILDREN'S RECORDS

A. Review a sample of children's records (current and discharged) to determine if each record contains the following information:

1. child's name (and nicknames), sex, date of birth, religion and race; _____ yes _____ no

2. name, address, phone number and relationship to child of person with whom child was living at the time of admission; _____ yes _____ no

3. name, address, phone number of father, mother foster parent, if different from above; _____ yes _____ no

4. name, address and phone number of person to notify in an emergency; _____ yes _____ no

5. names of siblings, their ages, and sex; _____ yes _____ no

6. school attended, grade level and employer, if any; _____ yes _____ no

7. name, address and phone of person bringing child to shelter; _____ yes _____ no

8. name of agency, if any, authorizing placement; _____ yes _____ no

9. reason for placement of child; _____ yes _____ no

10. date and lengths of stay of previous shelter admissions and releases, if any; and _____ yes _____ no

11. medical history, chronic conditions, past serious illnesses, allergies, special diet _____ yes _____ no

B. Incident/accident report form (the form must provide details of the incident/accident and any action(s) taken by the staff). _____ yes _____ no

C. Medical examination forms to ensure that all residents are receiving medical examinations within 24 hours of admission, including weekends.

_____

_____

_____

_____

D. Monthly educational progress reports for those children attending community schools.

_____

_____

E. Review reason for placement of child into shelter to ensure appropriateness of placements.

_____

_____

F. The location and system for the handling of all children's records must ensure the confidentiality of those records; describe the system or set-up.

_____

_____

II. STAFF RECORDS

A. Check staff member records to ensure that each record contains the following information:

1. name, address, and telephone number; _____ yes _____ no
2. qualifications and references; _____ yes _____ no
3. dates of employment and prior work history; and _____ yes _____ no
4. written evaluations of job performance. _____ yes _____ no

B. Check staff members records to ensure that each staff member meets the following requirements:

1. prior to employment, and at least once every three years, a written report of a tuberculine tine, Mantoux test or chest X-ray indicating satisfactory results.

_____

_____

2. prior to employment, and at least once every three years thereafter, a written statement from a physician that s/he is in good health and free from chronic or recurrent communicable diseases. The initial exam shall be based on an exam conducted with the six months preceding employment.

_____

_____

III. ADMINISTRATIVE RECORDS

Check to ensure the following recordkeeping requirements are complied with:

A. A written record of required twice monthly fire/evacuation drills including:

1. date and time of day;

2. number of children and staff who participated; and

3. the amount of time it took to evacuate;

_____

_____

B. A copy of the Manual of Standards

_____

C. Employee work schedules and time sheets

_____

_____

D. A monthly Back-Up Roster that ensures minimum staff/child ratios

_____

_____

E. A shift Log Book

_____

_____

F. A Medication Log Book that contains the following information:

1. name of each child receiving medication; _____ yes _____ no
2. type of medication, dosage and intervals between dosages; _____ yes _____ no
3. reason for medication; _____ yes _____ no
4. time medication was administered; _____ yes _____ no
5. signature and title of staff member dispensing medication; and _____ yes _____ no
6. authorizing physician for prescription medication. _____ yes _____ no

_____

_____

G. A record of menus of food served to the children for the past 30 days.

_____

_____

H. Check to ensure that a written plan specifying the procedures and manner in which emergencies, evacuations and injuries are handled is posted in a location of prominence. The plan must contain at least the following:

1. the location of first aid kit and any additional first aid supplies; _____ yes _____ no
2. name, address and phone number of the physician or health facility to be contacted in emergency situations; _____ yes _____ no
3. the procedure for obtaining emergency transportation; _____ yes _____ no
4. the hospital and/or clinic to which injured or ill children are to be taken; _____ yes _____ no
5. the phone number of the police and/or fire department and local ambulance services. _____ yes _____ no

_____

_____

I. If the shelter utilizes a quiet/restriction room, check:

1. the Quiet/Restriction Room Log Book to ensure that it contains the following:

   a. name of child placed in room; _____ yes _____ no

   b. name of staff member placing child; _____ yes _____ no

   c. date and time of placement; _____ yes _____ no

   d. reason for placement; _____ yes _____ no

   e. emotional state/attitude of child; and _____ yes _____ no

   f. the time the child was permitted to leave. _____ yes _____ no

_____

_____

IV. LOCATION OF RECORDS

All of the recordkeeping requirements in I, II and III above must be maintained in the shelter; ensure compliance.

_____

_____

V. PROGRAM (Interview Director)

A. Food and Nutrition

1. Check on the quantity and quality of food served (eat lunch and/or dinner with children).

_____

_____

2. Who is responsible for the food and nutrition program?

_____

3. How and where are the meals served?

_____

4. At what time is:

breakfast served _____
lunch served _____
dinner served _____

_____

5. How often are snacks provided and what do they consist of?

_____

6. What arrangements are made for children on special diets and for children who do not like a particular meal?

_____

_____

B. Clothing and Personal Belongings

1. What is the shelter's procedure for ensuring that all children have adequate and appropriate clothing?

_____

_____

2. What is the shelter's policy on children bringing in personal items?

_____

_____

3. By what means does the shelter provide for the storing of a child's personal belongings?

_____

_____

C. Medical

1. What is the shelter's procedure for providing medical services to children?

_____

_____

2. What is the procedure for providing weekend medical coverage?

3. How and by whom is medication dispensed to a child?

4. Are medical treatment authorization forms, completed by parent or guardian, secured prior to any medical treatment?

5. Are there any particular problems with this component of the program?

D. Religion

1. What is the shelter's policy and procedure(s) for attending to a child's religious beliefs?

2. Does the shelter provide transportation to religious services?

E. Recreation

1. What does the shelter's recreation program consist of?

2. Who is responsible for planning and supervising the activities?

3. Are there are any particular problems with this component of the program?

_____

_____

4. Are children ever permitted to leave the shelter grounds unescorted by staff?

_____

F. Household Chores/Employment

1. How is the assignment of household chores determined?

_____

2. What kinds of household chores are assigned to children?

_____

_____

3. Are children permitted to work outside of the shelter?

_____

G. Discipline

1. What methods/procedures are utilized in dealing with problem behavior?

_____

_____

2. Is the withholding of meals, mail or visitation used as a disciplinary measure?

_____

_____

3. Do children ever assist staff in the supervision of children?

_____

_____

4. Are there established procedures for handling children's grievances?

_____

_____

5. How does the shelter define a runaway?

_____

6. What procedure(s) is followed if a child runs away?

_____

_____

H. Visitation/Mail/Telephone

1. Does the shelter establish an approved list of visitors for each child?

_____

2. What are the shelter's visiting days and hours?

_____

3. Are arrangements made for visitors unable to visit during regularly scheduled times?

_____

4. Is mail for the children inspected or opened in any way?

_____

_____

5. What is the shelter's policy regarding children using the shelter telephone?

_____

_____

I. Social Service Program

1. What does the shelter's social service program consist of?

_____

_____

_____

2. What are the specific duties of the social service worker(s)?

_____

_____

3. Are there any particular problems with this component of the shelter's program?

_____

_____

J. Education

1. How does the shelter provide for each school age child's educational needs?

_____

_____

2. Who is responsible for planning and administering the educational program at the shelter?

_____

3. If an in-house educational program is provided, what are the scheduled hours of instruction?

_____

4. Are progress reports obtained for those children attending school in the community?

_____

5. Does the shelter have school age children who are not involved in any education program?

_____

VI. PHYSICAL ACCOMODATIONS (Tour the Facility)

A. Location

1. Is the shelter attached to or part of any institutional or hospital complex? _____ yes _____ no

2. Is the shelter on county grounds? _____ yes _____ no

3. Describe the site and surrounding area. _____

_____

_____

B. Sleeping Rooms

1. Are any sleeping areas located in an unfinished attic, basement, or hallway? _____ yes _____ no

_____

2. Are bedrooms used for any other purposes? _____ yes _____ no

_____

3. Does each child have a separate bed or crib equipped with a comfortable mattress, sheets, pillow case, and blanket? _____ yes _____ no

4. Describe the appearance and condition of the children's sleeping rooms, including furnishings. _____

_____

5. Are there any children, over the age of five, who share a bedroom with another child of the opposite sex? _____

_____

6. Are children permitted to express personal tastes in the decoration of the bedroom area? _____

_____

7. For infants 0-18 months old, is a separate sleeping area provided?

_____

C. Bathing and Toilet Facilities

1. Are there separate lavatory and toilet facilities for staff members? _____ yes _____ no

_____

2. Describe the appearance and condition of the bathing and toilet facilities for the children? _____

_____

D. Living Rooms

1. Is there a living room(s) sufficient in size and adequately furnished to serve the needs of the children? _____ yes _____ no

_____

2. Describe the appearance and condition of the living room(s), including furnishings. _____

_____

_____

3. Are the living room(s) open on a regular, free and informal basis? _____ yes _____ no

Explain policy _____

_____

_____

E. Dining Facilities

1. Is the dining room sufficient in size and adequately furnished and equipped to serve the needs of the children? _____ yes _____ no

_____

2. What are the seating arrangements? _____

_____

_____

3. Describe the appearance and condition of the dining area, including furnishings. _____

_____

_____

F. Kitchen

1. Is food prepared in a kitchen located in the shelter? _____ yes _____ no

If not, explain set-up. _____

_____

_____

If yes, describe the appearance and condition of the kitchen area, including furnishings/equipment and condition of same. _____

_____

G. Storage and Laundry Facilities

1. Are there facilities for storage _____ and laundry _____?

_____

2. How often do children receive freshly laundered clothing? _____ _____ linen? _____

H. Medical Facilities (for shelters housing more than 12 children)

1. Where are physical examinations conducted? _____

_____

2. Is space provided for the care of ill children who require separation from the group? If yes, where? _____ yes _____ no

_____

3. Is an emergency first aid kit easily accessible at the shelter? _____ yes _____ no

_____

4. Is there a storage area, which is locked at all times, for prescribed medication? _____ yes _____ no

I. Recreation and Activity

1. Is there an outdoor recreation area? _____ yes _____ no

2. Describe recreation areas and equipment provided (outdoor).

_____

_____

_____

(Indoor--is a separate area, other than the living room, provided for indoor activities?) _____

_____

_____

J. Classroom(s)

1. Describe the room/area designated to serve as the classroom, if the shelter provides an in-house program. _____

_____

_____

2. Is the classroom utilized for any other purpose? _____

_____

3. Does the classroom have appropriate materials/furnishings?

_____

K. Other

1. Is space provided where children may talk and receive visitors privately? Describe. _____ yes _____ no

_____

2. Is there separate office and clerical space provided? Describe. _____ yes _____ no

_____

3. Other comments: _____

_____

_____

L. Transportation

1. Does the shelter provide transportation for children? _____ yes _____ no

If yes, specify type, make, model, and capacity of vehicle.

_____

_____

VII. INTERVIEWS

A. Administration

1. In your opinion, what is the purpose of this program?

_____

_____

_____

_____

_____

2. Does the program achieve its purpose? _____

_____

_____

_____

_____

_____

B. Staff

1. How are staff recruited? _____

2. What general qualities do you look for in your staff? _____

3. What is your training and/or orientation program for new employees?

4. What kinds of opportunities are offered for upgrading employees' job skills? _____

5. How do you feel about your staff in general? _____

6. Are there are any staffing problems at present which are negatively affecting the quality of services at the shelter? _____

7. Other comments regarding staff, hiring practices, etc.

_____

_____

_____

8. Are there any problems or situations that are currently causing problems in terms of administrating the facility and programs? If yes, explain. _____

_____

_____

_____

C. Program

1. What plans for future changes, etc., if any, are you currently working on? _____

_____

_____

_____

2. Do you feel that the shelter and the children are generally accepted in the community? _____

_____

3. Specify the procedure followed when a child is transferred to a detention center. _____

_____

_____

_____

4. What procedure(s) are followed when the shelter reaches (or approaches) its maximum capacity? _____

_____

_____

_____

5. How are required medicals obtained for children admitted on weekends?

_____

_____

_____

_____

_____

6. Do you hold staff meetings? _____

_____

If so, how often? _____

What staff members attend? _____

What is the purpose of the meetings? _____

_____

B. Educational Director

1. What is the daily educational schedule (hours, activities)?

_____

_____

2. Is physical education part of the educational program? _____

If so, what does the program consist of? _____

_____

_____

3. Are educational trips a part of the curriculum? _____

If so, how often are they conducted and where are they held?

_____

_____

4. Do you have a sex education component? _____

If so, what does it consist of? _____

_____

_____

5. What kind of educational equipment is utilized by the education program? _____

_____

_____

What materials do you feel are needed that you now do not have?

_____

_____

6. What do the in-house educational records consist of?

_____

_____

7. Do you maintain contact with the community schools that children attend? _____

If so, what does this contact consist of and how often is it made?

_____

_____

8. Do you have any teacher's aides/assistants/tutors? _____

If so, what are their duties? _____

_____

_____

C. Staff Members Responsible for the Recreation Program

1. What kinds of leisure activities are provided for the children (in-house and off-grounds)? _____

_____

_____

2. What are your duties in relation to these activities?

3. In your opinion, is the shelter recreation program, including trips and other outside activities, adequate in quantity and quality?

4. Do the children ever participate in the planning of activities?

5. Do you feel that the recreational activities have positive effects on the children? Explain.

6. What changes in the recreational program, if any, would you recommend?

7. In your opinion, does the shelter have sufficient sporting equipment _____, hobby and craft materials _____, and games _____ to provide a well-rounded recreational program?

8. Do you participate in regular staff meetings? _____

_____

_____

D. Social Services Staff

1. What is the function of the Social Services Department?

_____

_____

_____

2. What is the social service worker's role in regard to contact with outside agencies? _____

_____

3. What is the social service worker's role in regard to family contact?

_____

_____

4. Specifically, what are the social service worker's duties/ responsibilities in relation to the children? _____

_____

_____

_____

5. Are group meetings conducted? _____

_____

If so, what is the purpose (focus) of those meetings? _____

_____

_____

6. Do you participate in regular staff meetings? _____

_____

7. What is the procedure for transferring a child to detention?

_____

_____

8. Under what circumstances would a child be transferred to detention?

_____

_____

9. In your opinion, are there any problems or situations which are causing problems in the overall functioning of the shelter?

_____

_____

_____

E. Medical Staff

1. How does the shelter provide medical care for the children?

_____

_____

_____

2. What is the procedure for providing emergency medical treatment?

_____

_____

_____

3. How soon after admission does a child see a nurse or physician?

_____

4. How are medical examinations provided for children admitted on a weekend? _____

_____

5. Are there any changes, improvements, etc., you would like to see instituted at the shelter? _____

_____

_____

6. Does the shelter have adequate emergency first aid equipment and supplies? _____

_____

_____

7. Is there someone on duty at all times who is capable of administering first aid treatment? _____

_____

8. Do you take part in regular staff meetings?

_____

9. Do you review the medication log?

_____

If so, how often and for what purpose? _____

_____

_____

F. Child Care Staff

1. How long have you worked here?

_____

2. Were you instructed specifically how to work with the children? _____ yes _____ no

If so, explain. _____

_____

3. What kind of in-service training have you received? _____

_____

_____

4. Do you feel the training and orientation program is adequate?

_____

_____

If not, how should it be improved? _____

_____

_____

5. What is the purpose of the facility? _____

_____

_____

6. To your knowledge, how does a child get admitted to this facility?

_____

_____

_____

7. Why are the children here? _____

_____

_____

8. What services do the children receive? _____

_____

_____

9. Do you read the children's records? _____ yes _____ no

10. What does a child have to do to be successful here?

_____

_____

_____

11. What does a staff member here have to do to be successful?

_____

_____

_____

12. Do you have a quiet/restrictive room here? _____ How do the children get in and out? _____

_____

What are your specific responsibilities if you place a child in the quiet/restriction room? _____

_____

_____

13. How do you handle an agressive/acting-out child?

_____

_____

_____

14. Is there sex education here? Is it needed? _____

_____

_____

15. Do you meet with ocher staff to discuss children's needs/problems?

_____

If yes, how are the meetings conducted and which staff members participate? _____

_____

16. What is the procedure for transferring a child to detention?

_____

_____

17. Under what circumstances would a child be transferred to detention?

_____

_____

18. Are fire/evacuation drills conducted? _____

_____

If so, how often and what is the procedure? _____

_____

19. Are snacks provided for all children? _____

_____

20. What procedure is followed in an emergency situation?

_____

_____

G. Children

1. How long have you been here? _____

2. What do you think a boy or girl has to do to get along with the staff here? _____

_____

3. Do you suppose this place helps you? _____

_____

4. How does it help you? _____

_____

5. What do child care workers (counselors, houseparents, supervisors) do here? _____

_____

6. How is the food here? _____

7. What happens if somebody runs away? _____

_____

8. How does a staff member handle a boy or girl who does not cooperate?

_____

_____

9. Describe your first day here? _____

_____

_____

10. Do you have something here like seclusion (solitary, time out, meditation room, etc.)? _____

_____

11. How does somebody get put into seclusion? _____

_____

12. What do they do to get out of seclusion? _____

_____

13. Is there anything that a boy or girl can do here that will result in their not being able to have meals? _____

_____

14. Are you allowed to have visitors? _____

If so, how often and who is allowed to visit you? _____

_____

15. Do you get snacks? _____ How often? _____

16. Is there anything you would like to ask me? To tell me that I haven't asked you? _____

_____

_____

17. Have you ever been hit by a staff member, or have you ever seen another boy or girl hit? _____

_____